

**EFFECTS OF EDUCATION DECENTRALIZATION BY DEVOLUTION ON
STUDENTS' PERFORMANCE IN TANZANIA: THE CASE OF
COMMUNITY SECONDARY SCHOOLS IN TEMEKE MUNICIPALITY**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that he has read the dissertation titled **Effects of Education Decentralization by Devolution on students' performance in Tanzania: The Case of Community Secondary Schools in Temeke Municipality** and found it to be in a form acceptable for examination.

.....

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Date.....

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DECLARATION

I, Bernard Anthony Ngamesha hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree in any other university.

Signature.....

Date.....

DEDICATION

This dissertation is dedicated to my beloved parents the late Mr. Anthony Ngamesha and Mrs. Martha Chaupele Ngamesha who struggled for my up-bringing.

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First and foremost, I would like to thank God, the creator of all things, for his continuous provision of strength and blessings through the journey of my life. Just when I think that things cannot happen, He always lays his mighty hand to make them happen. Second, I wish to thank all those who cooperated and guided me without whom I could not have accomplished the dissertation to the level of quality attained. However, I would like to mention a few of them.

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ABSTRACT

This dissertation is a dense description of the effects of the decentralized by devolution of the administration and management of the community built secondary schools under SEDP in Temeke Municipality. The purpose of the study is to assess the effects of that decentralization on the performance of the students. The conceptual framework comprises all levels of the educational administration at which decision points are required to be taken in the process of implementing decentralization by devolution. The design of the study is a case study purposely selected for better understanding of how the devolution has functioned and with what effects. The sample comprised of higher officials at the MOEVT, PMO-RALG, Region and Municipal; heads of secondary schools, teachers, WECs, School Board members, parents and students. Both qualitative and quantitative approaches were used complementarily for primary data collection through questionnaires, broad sweep observations, and in-depth interviews with key informants. Secondary data were gathered through unpublished documents, school registers, newspapers, internet and other official documents. Quantitative data were processed using ASSP. Qualitative data were analyzed through content analysis and reported in terms of themes/categories and quotations. In conclusion measures for positive students' effects include, full involvement of all concerned with taking decisions and timely empowerment of all concerned including school administrators, deployment of qualified teachers and students leaders at lower tiers in the implementation of the policy. Also, taking effective and corrective measures on weaknesses, whenever monitoring unearths them.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
LIST OF TABLES	xv
ABBREVIATIONS	xvii
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Research Questions	6
1.5 Hypotheses Versus Dense Description	7
1.6 Significance of the Study	8
1.7 Definition of Terms and Concepts	9
1.8 Overview of the Study Report	11
CHAPTER TWO	13
2.0 LITERATURE REVIEW.....	13
2.1 Introduction.....	13
2.2 Concepts of Decentralization and its Forms	14

2.3 Theoretical Review.....	19
2.3.1 Maslow's hierarchy of needs theory	19
2.3.2 Goal Setting Theory	21
2.3.3 Participatory Management Theory.....	22
2.4 Empirical Review.....	23
2.5 Decentralization Process in Tanzania	28
2.5.1 Decentralization of Education.....	30
2.5.2 Education and Training Policy (ETP), 1995	31
2.5.3 Education Sector Development Programme (ESDP).....	32
2.5.4 Situation of Implementation of Education Decentralization by Devolution Under SEDP	33
2.5.5 Lessons and Perspectives	35
2.6 Conceptual Framework	37
2.7 Summary	39
CHAPTER THREE	42
3.0 RESEARCH METHODS	42
3.1 Introduction.....	42
3.2 Research Design	42
3.3 Study Area	42
3.4 The Population	43
3.4.1 Target Population and Sample Size	44
3.4.2 Sampling Techniques	45
3.5 Research Approaches.....	47
3.6 Research Instruments	48

3.6.1 Questionnaires.....	49
3.6.2 Interviews.....	49
3.6.3 Unpublished Documentation	50
3.6.4 Observations	51
3.7 Data Treatment and Analysis.....	51
3.8 Issues of Validity and Reliability.....	52
3.9 Summary of Participants.....	53
3.9.1 Respondents	53
3.9.2 Interview Respondents.....	53
3.9.3 Questionnaire Respondents.....	53
3.9.4 Observation Schedule	54
3.10 Limitation of the Study	54
3.11 Delimitation of the Study.....	55
3.12 Ethical Consideration.....	55
3.13 Summary	55
CHAPTER FOUR.....	57
4.0 FINDINGS	57
4.1. Introduction.....	57
4.2 Adequacy of Teachers per Subject Specialization, their Professional Qualifications and Curriculum Delivery.....	57
4.3 The Delivery of Curriculum	65
4.3.1 Medium of Instruction	65
4.3.2 Teachers' Motivation at School Level.....	65
4.3.3 Comfortability of Teachers	67

4.3.4 Students' Accommodation.....	69
4.4 The Quantity and Quality of Resources Allocated to the Schools.....	72
4.4.1 Amount of Financial Resources Allocated to Schools in Relation to Enrolments	73
4.4.2 Availability and Quality of Study Materials	80
4.4.3 Quantity and Quality of Physical Infrastructure	84
4.5 Quality of Leadership, and Empowerment at Various Hierarchical Levels, Especially at the School Level	85
4.5.1 Higher Level Officers at the MOEVT, PMO-RALG, Regional and Council.....	85
4.5.2 Heads of Sample Schools.....	85
4.5.3 Ward Education Coordinators.....	87
4.5.4 School Management Teams	88
4.5.5 Schools Board Members	90
4.6 Management.....	91
4.6.1 Management of the Implementation of Education Decentralization by Devolution Under SEDP.....	92
4.6.2 Problems Experienced During Implementation of the Devolution Process	94
4.7 Empowerment	96
4.8 Advantages of Devolution	98
4.9 Community Support to Secondary Schools	102
4.10 The Performance of Schools Over a Period of Two Years and Why	103

4.11 School Performance Other than O-Level Examination Results, According to Broad Sweep Observations	107
CHAPTER FIVE	110
5.0 DISCUSSION	110
5.1 Introduction.....	110
5.2 Teachers' Qualifications, Their Adequacy and Subject Specialization.....	110
5.3 The Curriculum Delivery	111
5.4 Sufficiency of Financial Resources Allocated to Schools in Relation to Enrolment.....	114
5.4.1 The Availability and Quality of Study Materials, Human Resources and Physical Infrastructure Leave Much to be Desired	116
5.5 The Quality of Leadership, Management and Empowerment at Various Hierarchical Levels	120
5.6 Identification of the Advantages of Devolution.....	121
5.7 Community Support to Schools	122
5.8 The Quality of the Schools' Performance.....	123
CHAPTER SIX	125
6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS	125
6.1 Summary	125
6.1.1 The positive Effects	125
6.1.2 Negative Effects	126
6.1.3 Challenges	127
6.2 Conclusion	127
6.3 Recommendations for Policy	128

6.3.1 Establish Clear Goals/targets of SEDP, and a National Commission to Make Follow up in the Implementation of Devolution of Educational Management and Administration of schools under SEDP	128
6.3.2 Set Right Target on Outcomes (Quality) of Education Provision, not on Much Input (Quantity)	129
6.3.3 Put much Emphasis on Teachers and Teacher Support Over infrastructure...	129
6.3.4 Amend the Mode of measuring Success of students' Performance in the Ward Secondary Schools	130
6.3.5 Reduce the Size of Schools' Catchments Area for a Single School	130
6.3.6 Establish Fund Raising for School Projects	130
6.3.7 Reward Accountable Schools and Stakeholders	131
6.4 Recommendations for Further Research.....	131
REFERENCES.....	132
APPENDICES	139

LIST OF TABLES

Table 3.1: Target Population Sample.....	46
Table 3.2: Questionnaire Respondents.....	54
Table 4.1: WECs Responses on Adequacy of Subject Teachers, Level of Hard work and Mix of Qualifications in their.....	60
Table 4.2: Adequacy of Availability of Subject Teachers	62
Table 4. 3: Qualifications of Teachers per Subject Specialization	64
Table 4.4: Frequency of English use by Teachers and Students in Classes	66
Table 4.5: Ways WECs motivate teachers in Temeke Municipality	67
Table 4.6: Degree of Comfortability of Teachers Teaching in the Community Ward Secondary Schools	68
Table 4.7: Tests Done, Marked, Corrections Made or Not.....	72
Table 4.8: Students on Roll by Gender and Capitation Grant Disbursed per Capita per year 2010.....	74
Table 4.9: Sources of Finance and Value of Material goods for the year 2009/10 in Millions of Tshs	77
Table 4.10: Responses of Parents on Assistance Announced to Them by School Boards That Were Provided by Different Levels of Hierarchies.....	80
Table 4.11: Availability of Study Materials at the School levels	83
Table 4.12: Students' Ownership of Learning Materials.....	84
Table 4.13: Qualifications of Heads of Sample Secondary Schools.....	88
Table 4.14: Qualification of Ward Education Coordinators (WECs).....	89
Table 4.15: Qualifications of Schools' Board Members.....	91

Table 4.16: Problems Facing WECs in the Implementation of SEDP	97
Table 4.17: Status of Capacity Building at the School Level for Effective	99
Table 4.18: Teachers' Perceived Advantages of Devolution of the Administration and Management of Public Community Secondary Schools.....	100
Table 4.19: Achievements of Devolution of the Administration and Management of Public Community Schools.....	101
Table 4.20: The Achievement Levels of all 33 Temeke Municipal's Ward Secondary Schools in 2010	104
Table 4.21: Performance of Students in the Sampled Ward Secondary Schools	105
Table 4.22: Factors Influencing School Performance.....	106
Table 4.23: Broad Sweep Observation Summary	109

ABBREVIATIONS

%	Percentage
ACSEE	Advanced Certificate of Secondary Education Examination
BA	Bachelor of Arts
BEDC	Basic Education Development Committee
BEMP	Basic Education Master Plan
CAS	Country Assistance Status
CCM	Chama Cha Mapinduzi
CSEE	Certificate of Secondary Education Examination
CSO	Civil Society Organizations
DAS	District Administrative Secretary
DEO	District Education Officer
DIV	Division
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ESSC	Education Sector Development Steering Committee
ETP	Education and Training Policy
HP	High Performance
IDA	International Development Association
LGAs	Local Government Authorities
LP	Low Performance
MEO	Municipal Education Officer
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training

MP	Medium Performance
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Ratio
NFE	Non Formal Education
NGO	Non Governmental Organization
O- Level	Ordinary Level
PEDP	Primary Education Development Plan
PMO	Prime Minister's Office
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
RAS	Regional Administrative Secretary
REO	Regional Education Officer
SBM	School Based Management
Sch	School
SEDP	Secondary Education Development Plan
SEMP	Secondary Education Master Plan
SPSS	Statistical Package for Social Sciences
URT	United Republic Tanzania
Urw	Unable to read and write
WECs	Ward Education Coordinators

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

It is widely recognized that the level of development of a country is positively related to the educational achievement of its population. Human capital theory suggests that education provides individuals skills and knowledge that increase the productive capacity of the nation. Thus, countries with a more educated population achieve higher levels of economic growth (Sala-I-Martin et al. 2004). In addition, education may be an important determinant of the distribution of income. The positive correlation between the distribution of educational achievement and income inequality has led to the view that education is also an important tool in the fight against poverty and inequality. Given this presumption about the great benefits of increasing the educational achievement of the population, the question is how to accomplish it efficiently and effectively.

One of the challenges facing the provision of education, and secondary education in particular is the appropriate system which will ensure quality, equity, equality and accessibility to all the people, as such Governments have always played important role in the provision of basic education, and one of the main strategies proposed and used to improve the efficiency of public schools is the devolution of the school system to autonomous sub national levels of government, a practice that is known as decentralization of education (Bujanda, 2007).

In developed countries School Based Management (SBM) as a form of education decentralization by devolution is introduced explicitly to improve students' academic

performance, but how school based management will eventually affect students' performance in developing countries is less clear (World Bank, 2007).

The concepts of centralization or decentralization are important and worth of consideration as they ultimately influences the effectiveness and efficiency of schools in educating the children of any nation including Tanzania. This study investigates the lacunas and successes of the attempt of implementing educational decentralization in Tanzania.

Attempts were made by the Government of the United Republic of Tanzania to change or amend the centralization policy and to adopt the decentralization policy first in the 1970s and then in the 1990s whereby the Government believed that some degree of decentralization would empower the individual schools to adapt to changes in their external environment and be more responsive to the needs of pupils and the community, and therefore increase students' performance (Malale, 2004).

According to Malale (2004) all Government secondary schools were supervised directly from the then Ministry of Education and Culture (MOEC) whereby School administrators have some authority over school level decisions but little flexibility in the use of Government budgetary resources. Greater effectiveness required a review of the regulatory framework and some degree of devolution, with new roles defined for regions, districts, school boards and school heads for the more effective and efficient delivery of secondary school services. The Central Government deliberately devolved the management, administration and decision making to Local

Governments, including the merging of the two Ministries into one and initiating the Secondary Education Development Programme (SEDP) (Malale, 2004). In contrast to the traditional top-down management by Regional Administrations, the School Boards have now been vested with the responsibility of preparing budgets and school plans, managing funds and salaries and preparing financial reports. The ministries retained the responsibilities for policy, standards and monitoring (Haggerty, 2006).

While centralization appeared to be a burden to the Government of the United Republic of Tanzania, education is currently decentralized to its sub-organs, whereby the academic performance still remains questionable in the majority of the Community Public Ward Secondary schools. As such, there is a need to examine the education decentralization by devolution policy as it is implemented in Tanzania, because the secondary schools which are owned by the communities as a result of decentralization of education initiatives, experience low students' performance as evidenced in the O-level national examination results for three consecutive years from 2009 to 2011, contrary to the postulates of devolution under SEDP.

1.2 Statement of the Problem

According to Wiersma (1995) "The statement of problem describes the context for the study and it also identifies the general analysis approach" and that "A problem might be defined as an issue that exists in the literature, theory, or practice that leads to a need for a study" (Ibid: 404). This study investigated the central idea/theory of the policy of decentralization, which argues that, decentralization empowers individual schools to adapt to changes in their external environment and be more

responsive to the needs of pupils and the community and therefore enhance students' performance in the schools.

The education sector reforms began in 1995 (UTR, 1995). The overall objectives of introducing education reforms together with other policy initiatives was to ensure growing and equitable access to high quality formal education and adult literacy through facilities expansion, efficiency gains and quality improvement, accompanied with efficient supply and use of resources. Therefore, in early 1997 the Tanzania Government developed a Basic Education Master Plan (BEMP), to guide development in basic education provision. In response to the local Government reforms agenda, an action plan for transferring responsibility to local school committees was prepared.

Currently the policy of decentralization in Tanzania has resulted in the mushrooming of a number of schools which are popularly known as Ward Secondary Schools (Shule za Kata). Such schools are literally build by the community members through participation in various activities, which involve erecting the buildings, making bricks, contributing money, construction activities etc. The government through the Ministries of Education and Vocational Training, and the Prime Ministers 'Office and Local Government Authority, assists in the finishing processes by providing roofing materials, shutters, locks, decoration facilities and others for the final touches.

The schools are basically supposed to be decentralized in the form of School Based Management or Site Based Management, (SBM). The problem is why such schools

perform the way they do in the national examinations and other variables ever since the initiation of the programme. The available national examination results data for 2009, 2010 and 2011 confirm the contention. There are a lot of questions to be answered: What is behind this situation of poor performance? Who is to be blamed? Is the programme the right one and at the right time? And what should be done in order to rectify the situation? This study investigated how and why community decentralized schools perform the way they do in their O-level national examinations and in other variables! The study intended to see the lacuna, successes and challenges as the system is employed in Tanzania using sampled schools in Temeke Municipality.

1.3 Purpose of the Study

The overall purpose of this study is to investigate the effects of the implementation of the decentralization by devolution of the administration and management of education on students' performance in the designated Municipality. The central idea of the study was to provide dense description and highlight the effects that have been influenced by the implementation of SEDP on students' performance in order to have a better understanding of the circumstances and conditions underlying students' performance in the context of school based management of Community Ward secondary schools in the designated municipality. Thus the study was intended to:

- (i) Gauge the adequacy of teachers per subject specialization, against professional qualifications.
- (ii) Investigate the quantity and quality of resources allocated to schools.

- (iii) Investigate the quality of leadership, management and empowerment at various hierarchical levels but especially at the school level.
- (iv) Explore the community support to the schools.
- (v) Investigate the overall school performance in terms of outputs and outcomes.

1.4 Research Questions

Decentralization by devolution is perceived to lead to higher students' performance in education; facilitates participatory management, empowerment, and shared decision making; provides local administrators with greater autonomy, thus giving scope for creativity, resourcefulness and personal enhancement particularly in areas of problem solving; establishes accountability and evaluation mechanisms to ensure that individual schools operate at a high level of effectiveness and efficiency in promoting students' achievement; and promotes greater parental and community involvement (Therkildsen, 2000). Based on the above assumptions the following questions were used in guiding the investigation of effects of the policy in the selected sample schools.

- (a) How adequate are subject teachers in terms of academically and professionally qualified?
- (b) What is the desired ideal situation of per capita resources allocation to the schools, including (i) fiscal, (ii) study materials, (iii) teaching force and (iv) quality of physical infrastructure?
- (c) What is the quality of the leadership and empowerment like at every level

of the administrative hierarchy of the decentralization policy with what achievements and challenges and why?

(d) What support do the schools receive from the surrounding community and parents?

(e) How well have the schools been performing in terms of outputs and outcomes in overall terms and why?

1.5 Hypotheses Versus Dense Description

According to Omari (2011) a hypothesis is a tentative proposition, a provisional theory, a conjecture, an intelligent guess, or an argument about the relationship between two or more variables, or theoretical constructs, thus it is the real fulcrum of scientific thinking...the research hypothesis, which mirrors a scientific hypothesis, is a formal affirmative statement predicting a research outcome, a tentative explanation of the relationship between two or more variables. Cauvery et al, (2007) contend that; the term hypothesis has several meanings. It may be taken to mean a possibility, a supposition or an assumption. In general it is taken as a proposal to accept something as true. It may prove to be correct or incorrect. It may seem contrary or in accordance with common sense. It is tentative and is likely to be accepted as a scientific truth...thus we can define hypotheses as tentative suggestions expressed as propositions to explain an event.

However, when a research problem demands clearer understanding of processes that underlie the phenomenon, dense description is preferred. This study is designed for dense description of the effects of education decentralization by devolution on students' performance for better understanding of the underlying forces behind the

poor performance of the decentralized Community Secondary schools in Temeke Municipality.

That not-with-standing devolution of administration and management of schools can hardly result in an improved performance without requisite allocation of resources coupled with the necessary empowerment.

1.6 Significance of the Study

This study was intended to unearth effects of SEDP on the performance of students under decentralized provision of education in Temeke Municipality. The study is expected to be of much value to a number of people as follows:

- i. it will help decision makers at lower and national levels in education provision to appreciate and curb the identified factors that influence negatively the implementation of the devolution of administrative and management policy under study.
- ii. It will help education providers, stakeholders and practitioners to apply/utilize the suggested ideas/recommendations to be followed in implementing the decentralization policy in order to realize the perceived advantages of devolution.
- iii. It will unearth factors responsible for the underperformance or good performance of schools in the designated municipality and therefore be in a better position to take corrective measures where negative effect is experienced and uphold and enhance those factors which realize good performance.

- iv. It will help opening up new areas for research.

1.7 Definition of Terms and Concepts

In order to keep the reader at the same wave length as the researcher it is important to define concepts used in this study report.

Centralization; In the context of education, it refers to the organization whereby the administrative authority for education is vested, not in the local community, but in the Central Government, which has complete powers over all resources: money, information, people, and technology. Brennen (2010) is in the opinion that centralization decides the content of the curriculum, controls the budget, and is responsible for employment, the building of educational facilities, discipline and policies.

Decentralization; on the other hand, refers to the extent to which authority has been passed down to the individual sub- organs and finally to the school. Decentralization is commonly viewed as the transfer of legal and political authority from the Central Government and its agencies to the field organizations and institutions. Site-based management or School-based management (SBM) is an example of decentralization in which individual schools can make their own decisions related to finances and curriculum management, and assessment.

De-concentration; typically it involves transfer of tasks and work, but not authority, to other units within an organization. It is the shifting of the management workload

from centrally located officials to offices outside the national capital or headquarters. In this case, final authority is retained in the centre.

Delegation; It involves transfer of decision-making authority from higher to lower hierarchical units. It refers to the transfer of power and responsibility of specifically defined functions to organizations that are outside regular bureaucratic structures and are indirectly controlled by the Central Government. Ultimate responsibility therefore, remains with the government authority.

Devolution; It involves transfer of authority to a unit that can act independently, or a unit that can act without first asking permission. It is the process whereby the Central Government consciously creates or strengthens the structures of the sub-national units of government, thereby, lessening the direct control of the Central Government. Local units of government make autonomous and independent decisions that are separate from the Central Government.

Privatization is a form of devolution in which responsibility and resources are transferred from public sector institutions to private sector ones.

It is not an independent method of decentralization but implies divestiture while decentralization entails some form of government involvement; however thinly (Makara, 2011).

School performance; It covers students' performance in O-level examination results, discipline, attitudes, behaviour, respects, norms, values, cleanliness, code of conduct and vocational abilities.

1.8 Overview of the Study Report

This study report is about the effects of the policy of education decentralization by devolution on students' performance in Tanzania, the case of selected Ward Community Secondary Schools in Temeke Municipality in Dar es Salaam region.

The report is organized into six main chapters. This chapter is about the introduction of the study, in which the background to the problem, statement of the problem, purpose of the study and research questions is presented. The chapter also has dealt with the hypothesis versus dense description, significance of the study and definitions of terms and concepts.

Chapter two dealt with the review of related literature, whereby the concept of decentralization and its forms is clarified. Theoretical review and empirical findings of other previous studies on the same topic done elsewhere are revealed. Also the chapter has dealt with the process of decentralization in Tanzania, and education decentralization in particular which enabled the researcher to derive the conceptual framework.

Chapter three is about the research methods. The chapter has dealt with the research design, study area, and the population, target population and sample size. Other issues dealt with in the chapter are sampling techniques, research approaches, research instruments and data treatment and analysis. Also, the chapter dealt with the issues of validity and reliability, summary of participants, and limitations and delimitations of the study. The chapter ends up by describing ethical considerations and summary of the chapter.

Chapter four has dealt with the study findings based on five research objectives and questions. Chapter five has dealt with the discussion of the findings, and chapter six is about the study summary, conclusion and recommendations for the policy and for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the related literature. According to Enon (1998) the major reasons for reviewing literature include:

- i. Determining what has been done before so as to avoid duplication;
- ii. providing justification for the study because it helps to indicate what needs to be done;
- iii. providing the researcher with understanding and further insights for the development of a logical conceptual framework for the analysis of the problem;
- iv. shedding light to the researcher on some research strategies, methods and instruments that have been found productive or faulty. This gives insight to what one should take on, avoid or modify. It, therefore, suggests the use of what originally was not considered.

In this chapter the reviewed literature concerns the concept of decentralization and its forms. It provides theoretical perspectives of management as applied in education and empirical findings of the studies done by researchers elsewhere hence analyzing international experiences on effects of educational decentralization, whereby hindrances, successes, gaps and lessons are revealed. Also review of the general process of decentralization in Tanzania and emphasis put on education decentralization under the ETP (1995), and then the ESDP and SEDP is provided in

this chapter. The chapter also provides the existing situation of SEDP implementation and hence revealed the lessons and perspectives.

The reviewed literature points out how the problem under this study is related to previous research findings and hence enabling the researcher to derive theoretical framework for analyzing decentralization by devolution in the context of Tanzania using a case study design in order to uncover the effects of decentralization by devolution of community administered and managed secondary schools.

2.2 Concepts of Decentralization and its Forms

According to Chau (1985) the decentralization process implies the transfer of certain functions from a small group of policy-makers to a small group of authorities at the local level. Also Chau (ibid) defines what is called a pseudo-form of decentralization that does not alter the distribution of power between the Central Government and the Local Authorities. The researcher adds, that “decentralization is a certain delegation of power to a regional administration, with the sole objective of increased efficiency in the use of resources" (pp. 96-97).

Bardhan, et al (2007) have the opinion that, decentralization is considered an important element of participatory democracy and along with privatization and deregulation, represents a substantial reduction in the authority of national Governments over economic and social policies. There are various forms of decentralization including, deconcentration, devolution, delegation, and privatization; (see definition of concepts, chapter one). Various authors have written

on the concepts of education decentralization. According to Gershberg, et. al, (2003) the four terms are related to education as follows,

i) Education De-concentration

Is the transfer of decision-making from the Central Government ministry of education to either the regional/local offices of the ministries of education or the regional offices of the Central Government. This typically entails giving those offices increased autonomy both in terms of recruiting, evaluating, and promoting personnel and in terms of allocating and reallocating budgets. It also often includes the decentralization of payroll and other administrative matters for teachers and other school staff. It may include some degree of political decentralization, too. Sometimes the election of local and/or regional political officials is introduced at the same time that decision-making is deconcentrated to the ministries of education regional or local offices. In this way, local politicians may gain some influence over local administrative decisions even though they have no direct authority in education.

ii) Education Devolution

Is the transfer of decision-making from the Central Government to popularly elected Regional or Local Governments. Key management decisions, including naming school heads and allocating regional/local education budgets lie with the regional commissioner and legislature or the mayor and city council. In some cases, these decisions may in turn be delegated to schools or school Councils/Boards. In most cases, the revenues of the newly empowered regional or Local Governments are

almost totally derived from Central Government transfers, thus limiting their fiscal autonomy. Fiscal autonomy and, arguably, fiscal accountability is higher when regional or local Governments must raise a significant share of their own revenues. As with deconcentration, administrative and personnel functions are often transferred. Devolution can be part of political decentralization or a way for Central Governments to offload service responsibility.

iii) Education Delegation

Is the reversible assignment by the central or region education offices, or in rare cases the municipal department of education, to public school headmasters and/or (usually elected) school Boards/Committees. The powers of these school officials vary greatly by country. In some cases, they do more than maintain the physical plant, while at the other extreme school Boards/Committees may name school heads, help prepare and approve school development plans, and approve school spending plans.

iv) Implicit or de facto Delegation

To community schools is a special case of education delegation. It sometimes results from the failure of the Central/Regional Government to provide educational opportunities in remote areas, so the community takes upon itself the finance and provision of schooling. In other cases, the Government actively subsidizes and supports community schools as an especially cost-effective means of expanding educational access, or as part of a strategy to improve accountability through local involvement (ibid, 2003).

The International Bank for Reconstruction and Development, 2008 elaborates school based management as another decentralization concept as it states that;

v) School Based Management (SBM)

Can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the re-distribution of decision-making authority as the primary means through which improvement might be stimulated and sustained. Thus, in SBM, responsibility for, and decision-making authority over, school operations is transferred to heads of schools, teachers, and parents, and sometimes students and other school community members (The International Bank for Reconstruction and Development, 2008).

According to Thomas (1998) the assumptions under the educational decentralization include:

1. It is virtually impossible to manage large and complex organizations from the top. Inflated bureaucracies are extremely slow to respond to local needs and are not very adaptable;
2. centralization does not fit the current trends of participatory management, empowerment, and shared decision-making. On the other hand decentralization provides local administrators with greater autonomy, thus giving scope for creativity, resourcefulness, and personal enhancement particularly in the area of problem solving;

3. decentralization provides for persons at the scene of the action to become involved in the decision-making process. Thus decentralization allows for greater flexibility, and makes it possible for better decisions to be made because persons at the scene of the action are more closely related to the problem;
4. when individual schools are given the opportunity to make decisions, a higher degree of morale and commitment to the organizational goals and objectives are fostered (Thomas, 1998 cited in Brennen, 2010). If the headmaster/headmistresses through decentralization are given the authority to generate and disburse funds, greater gains can be realized. The staff, then will exert more effort since it will be a means by which their strategic plans for curricula and programme development can be implemented;
5. decentralization also promotes the professional development of Headmasters/Mistresses. Everyone has the innate tendency towards self-actualization; Therefore, being responsible for the development of school goals and objectives and their implementation will encourage them to seek various means for achieving professional growth and maximization of their potentials;
6. decentralization demands the establishment of accountability and evaluation mechanisms which ensures that individual schools operate at a high level of efficiency and effectiveness in promoting student achievement;
7. decentralization promotes greater parental and community involvement. Community members and parents can provide valuable insights about how schools can be improved to better educate the children in the community.

Parents having a greater stake in the educational process, will have a better understanding of the problems facing schools, and will tend to increase their support; and

8. Reform usually originates at the bottom and finds its way to the top because of the pressure exerted by those, who are affected by unreasonable and ineffective policies (Thomas, (1998) cited in Brennen, (2010).

2.3 Theoretical Review

Theoretically, decentralization may increase the efficiency in the provision of education, and therefore, we would expect an increment in educational quality in schools affected by decentralization. There is currently a global trend towards the decentralizing of education systems. Most countries are experimenting or contemplating some form of decentralization. Proponents of education decentralization claim that “reorganization will improve the quality of teaching and learning by locating decisions closer to the point at which they must be carried out and be energizing teachers and administrators to do a better job” (Fiske 1996, p. 24).

Different theories have been developed on the issue of organization administration and management. In this section, some of these theories are discussed and related to education management through decentralization by devolution to effect students’ performance as speculated in the above assumptions.

2.3.1 Maslow’s Hierarchy of Needs Theory

According to Okumbe (1998), Maslow’s studies in human motivation led him to propose a theory of needs based on a hierarchical model with basic needs at the

bottom and higher needs at the top. These are physiological needs, safety needs, (basic needs), love needs, esteem needs and self-actualization needs (secondary or higher needs). The needs-hierarchy theory shows that individuals are want creatures with needs providing the impetus in human behaviour. It also shows that needs are universally arranged in a hierarchy of prepotency. This means that as relative gratification of a given need occurs, it submerges and it activates the next higher need in the hierarchy. It would be expected, therefore, that the kinds of things which will motivate a person may change as his or her career in an organization progresses and as he or she moves up the need hierarchy ladder (Okumbe, 1998).

The limitation of the theory is that there is little research evidence to support it; the five levels of needs have not been verified empirically and there is mixed support for the idea of prepotency (Armstrong, 2006). However, Maslow's needs hierarchy has intuitive appeal and has been very influential as it continues to enjoy wide acceptance in educational research and practice. This is because it presents some tangible ideas for helping organizations to motivate their workers (ibid).

In educational setting, Maslow's need hierarchy implies that educational management has a responsibility to create a work climate in which students; teachers and other educationists can satisfy their needs. Education managers should focus on creating a work environment which satisfies the growth or higher order needs (Okumbe, 1998).

The author sites example that the enabling work environment should provide opportunities for greater variety in teaching methodologies, autonomy in work

schedules and increased responsibility so that the maximum potentials of the teacher can be released. If an enabling environment is not provided for students, and teachers in particular they will have increased frustration, lower performance and job satisfaction, increased work restriction, tardiness and high turnover (Ibid, 1998).

2.3.2 Goal Setting Theory

The main proponents of this theory were Edwin A. Locke and Gary P. Latham. Goal setting theory shows how the field of organizational behaviour should progress from a sound theoretical foundation to sophisticated research and to actual application of more effective management practice (Locke, et al., 1988).

Goal setting theory lies at the centre of performance-based motivation programmes which are effectively applied in human resources management in the form of management by objective (MBO). People work hard to achieve goals so as to satisfy their emotions and desires. Employees must show commitment to the goals which they set, then they have to respond and perform accordingly. The results of these responses are consequences, feedback or reinforcement.

Goal-setting theory is widely applied in educational management since education is a highly result-oriented discipline. At the outset, educational managers must set general aims of education of the country. Education managers need to tailor the goals of educational institutions to the needs of students and teachers. The education managers have to ensure that teachers participate in goal-setting, help teachers to achieve their goals through lesson plans, schemes of work and participative decision making (Locke, et al., *ibid*).

2.3.3 Participatory Management Theory

The theory has foundations of Elton Mayo's human relations theories and democratic and populist movements. The participatory model is the advancement of the human relations and behavioural theory to democratize administration and management of organization. Babyegeya (2002) asserts that the argument of the participatory model is that, once members are fully involved in important matters of their organization, they are motivated to make sure that the aim of the organization is achieved.

There is a psychological satisfaction when people are required to set goals, identify strategies of implementation and implement them, and it is argued that participation increases commitment and loyalty and motivated members work hard towards the organizational goal, therefore, increase productivity. Members at lower levels possess the required knowledge and skills that are crucial in achieving the objectives of the organization, therefore, if they are given the power to decide, they are most likely to respond quickly and appropriately (flexibility), it is easy to be held accountable (accountability), and it reduces costs while increasing production (productivity).

In education management, identification and prioritization of goals and needs become no longer the responsibility of the administrator(s) but the responsibility of members in the institution (school). All members become responsible with the identification of curriculum and students' needs, their professional development needs, as well as the organization of the teaching-learning process. Teachers and administrators work together to improve the quality of the work environment,

creating conditions for more effective teaching and learning, and identifying and changing aspects that may hinder quality performance.

2.4 Empirical Review

Various researchers have studied on the concept of decentralization with the intention of answering the questions about the effects and other related questions on its implementation. The following is a brief review of empirical studies on the impact of education decentralization in some of the countries among many in the world that this study has referred.

According to Oduro, et al, (2008) findings from a number of studies on quality-related issues in education in Ghana over the last twenty years suggest that the quality of leadership and management in basic education is generally poor, especially in deprived rural areas. Between 1987 and 1998, UNESCO's Group on Education Sector Analysis evaluated various aspects of educational quality under the following four main themes:

Improving management efficiency; access and equity; quality education; and, relevance of education to national needs. This analysis found that the quality of education was 'generally low, lower in rural schools. More than pinpointing hindrances to achieving quality education, the report focused on the absence of efficient and effective leadership and management, inadequate numbers of qualified teachers, a lack of management information systems, gaps in teaching and professional competence, irrelevant aspects of the school curriculum, and poor enrolment of girls (Oduro, 2008).

Decentralization of education has been proposed and widely used across Latin American countries, as a strategy for provision and improve schools' performance although assessments of its impact are still scarce or they are largely descriptive in nature (Burki et al. 1999). For example, Di Gropello (1999) analyzed the decentralization of basic education taking place in seven countries of Latin America. Based on a review of the literature on the subject the researcher describes the decentralization of education as limited in the level of participation of the final user and, therefore, has a small impact on achievement.

An example of a descriptive study is by Cuéllar-Marchelli (2003), who focuses on the case of El Salvador. The researcher conducted an assessment of this policy based on the trends of aggregate data and other literature. The main finding of this study is that the total impact of decentralization on enrollment is still modest given the fact that 34 per cent of the rural young population does not attend school because of economic difficulties.

Studies in the United States of America by Oates (1972) reveal that, one of the justifications that support the implementation of decentralization of education by developed countries is the potential gains in efficiency caused by the reallocation of responsibilities. If education is a local public good and the preferences for education are heterogeneous across states, then state governments will provide a more efficient schooling quantity than the central government (Oates 1972).

A study by Filmer (2002) of Argentina, where primary education is in the hands of the provinces, uses a production function model to examine the impact on student

learning of school autonomy and parental participation. Their results, have relevance in the education decentralization literature in stressing that if responsibility is moved from the center to the regions or local government level, the results are beneficial if this raises autonomy and participation in schools.

Wohlstetter, et al, (1993) have come out with the following summary of research findings on school based management. School-based management is an organizational approach that expands the local school site responsibility and authority for the improvement of school performance. Ideally, it provides local mechanisms for the introduction of new approaches to education that result in enhanced outcomes and that better fulfill the needs of the local community. The implementation of SBM represents a fundamental and systemic organizational change to increase the local presence of four key resources: power, information, knowledge and skills, and performance-based rewards. In schools, SBM has been approached largely as a political phenomenon involving the transfer of power to local councils. Studies of decentralization in the private sector, however, have indicated that decentralization of power is most likely to lead to performance improvement if accompanied by organizational changes that enhance the information, knowledge and skills of local participants and that align the reward system with clearly articulated desired outcomes (Wohlstetter, et al, 1993).

Byrk (1998) evaluates the performance of the SBM in Chicago with longitudinal case study data on 22 schools, survey responses from principals and teachers in 269 schools, and supplementary system-wide administrative data. The authors identify

four types of school politics in this study: strong democracy; consolidated principal power; maintenance; and adversarial. Their findings suggest that an increase in local democratic participation has an impact on elementary reading and math test scores which showed consistent gains over the years. In a similar manner, a content based educational reform was initiated in Memphis in 1995, where the city granted autonomy to individual schools. Each school formed an advisory school council integrated by the director, teachers, parents, and community members. Each council had the objective of diagnosing needs in the school, agreeing on reforms, and monitoring progress in student learning. According to Winkler and Gershberg (2000) each school was required to adopt a school-based reform from eight different school restructuring models. A study confirmed the Chicago results by finding significantly higher student achievement gains in experimental schools (those which undertook school-based management) than a group of control schools, in particular, output measured through test scores in poorer communities continues to lag.

According to studies by Winkler (2003), there is a growing body of experience with education decentralization, especially in Latin America and Eastern Europe, the accumulated evidence reveals the following lessons:

- i) Efficiency and effectiveness are most likely to improve under decentralization when service providers-schools, Local Governments, or Regional Governments-are held accountable for results;
- ii) accountability requires clear delineation of authority and responsibility and transparent and understandable information on results (both educational and financial);

- iii) decentralization of real decision making power to schools or School Boards can significantly increase parental participation in the school, and high levels of parental and community participation are associated with improved school performance;
- iv) decentralization of education to sub-national governments does not in itself empower parents and improves school performance. Further decentralization to schools (School Committees or School Boards) or local communities does empower parents and can improve school performance;
- v) for decentralization to schools to be successful, Headmasters/Mistresses must acquire new skills in leadership and management-financial, of teachers, and with the community;
- vi) the design of financial transfers to sub-national governments or schools have powerful effects on both efficiency and equity;
- vii) decentralization requires that national and/or regional ministries of education be restructured; failure to restructure ministries is a serious obstacle to realizing the benefits of decentralization;
- viii) the decentralization of teacher management is critical to creating accountability and realizing the potential benefits of decentralization;
- ix) National education Ministries frequently resist decentralization on the grounds that sub-national governments, communities, and/or schools lack the capacity to manage education. In practice, this is seldom true; and
- x) Real decentralization is a long, evolutionary process.

Overall the empirical literature on the impact of education decentralization, in its various forms, on education output in countries around the world show that there is no consensus on this effect. Case studies such those in El Salvador, Nicaragua, Chicago and Memphis provide strong evidence that education decentralization can improve education outputs. At the same time, however, other studies find that education decentralization may have no significant impact on education output, or negative effects such as increasing inequalities. Nevertheless, the current literature makes it clear that the effect of education decentralization may be different depending on the country, on the type of decentralization reform, and on the method of measuring education output.

2.5 Decentralization Process in Tanzania

With the abolition of Local Government system in early 1970s several analysts attribute the re-introduction of local government in 1980s to bad administration and mismanagement during the 1972-1982 period; it was also due to the inability of the decentralized structures introduced in early 1970s to perform; and the rapid decline in essential services due to the economic crisis of the late seventies and eighties. The Local Governments were re-established to enhance and effectively decentralize the Government administration (Max, 1991). The re-introduction of Local Governments was done by facilitating more effective democratic participation in decision making and in the implementation of the policy at the village, district and regional levels (ibid).

According to Ngwilizi (2001) soon after the 1980 general election, the PMO appointed a committee of seven experts, who submitted its report to the PMO in

1981; and then the Local Government bill was drafted and enacted by Parliament in the same year (Ngwilizi, 2001).

The National Assembly enacted the following Local Government Acts in April 1982:

1. Local Government (District Authorities) Act No 7 of 1982;
2. Local Government (Urban Authorities) Act No. 8 of 1982;
3. Local Government Finances, Act No 9 of 1982;
4. Local Government Services, Act No. 10 of 1982;
5. Local Government Negotiating Machinery Act No. 11 of 1982; and
6. Decentralization of Government Administration (Interim Provisions) (Amendment) Act No. 12 of 1982.

According to Max (1991) the significant change worth noting is the amendment of the Constitution of the United Republic of Tanzania through Act No. 15 of 1984 which had the effect of making the existence of Local Government Authorities constitutionally sanctioned. Decentralization in the 1990s must be viewed in the light of economic, social and political changes that took place in Tanzania by then.

In the late 1990s the Government of Tanzania introduced the Local Government Reform Programme (LGRP); the main objective of which is to “*...improve the quality of and the access of public services provided through or facilitated by Local Government Authorities*” (Max, 1991). The Programme further states that the goal will be achieved through the re-organization programme and will have two

components:

- i. A shift of responsibility for managing and providing services from Central Government to Local Authorities (district/council); and
- ii. Increase efficiency by re-organizing the district administration and re-organization allowing the council greater freedom in organizing their activities and managing their personnel (ibid).

Therefore, the main goal of the reform programme was to increase the local communities' accountability and responsibility for their own development. This goal can be achieved through the devolution of the process to the Local Authorities like:

- i. Ability to hire and fire their own personnel (in consultation with the Ministry of Regional Administration and Local Governments);
- ii. increase local autonomy over expenditure of funds within the main sectors with a system of Block grants; and
- iii. ability to decide how to structure the Local Government administration and design and organize logistics of social services provision.

The above components emphasize decentralization and facilitate the implementation of the Local Government Reform Programme in the main phases of the decentralization process though sometimes overlap one another.

2.5.1 Decentralization of Education

The policy and practice of education in Tanzania in recent years has been influenced by two major initiatives. These are the Education and Training Policy (ETP) of 1995 and the Education Sector Development Programme (ESDP) of 1996 (URT, 2001).

2.5.2 Education and Training Policy (ETP), 1995

From the mid-1960s through to the early 1990s, education practice in Tanzania was guided by the philosophy of Education for Self-Reliance (ESR). The early 1990s saw the need for the Government of Tanzania to get a clearer focus on education policy and, hence, in 1995 the Government officially launched ETP of the United Republic of Tanzania (URT, 1995).

The policy is centered on the constitution of the United Republic of Tanzania 1977; under section 11 (3) which read as follows: ‘ *The government shall endeavour to ensure that there are equal opportunities to all persons to enable them to acquire educational and vocational training at all levels of schools and other institutions of learning*’ (URT,1995: 19). This aimed to guide, synchronize and harmonize all education and training structures, plans and practices in order to ensure access, equity and quality at all levels. The ETP was an attempt to guide the future development of education and training in Tanzania as the country encountered the challenges of globalizing world. Among the stipulated objectives of ETP include the following:

- (i) decentralizing education and training by devolving the function of managing and administering education and training to regions and districts, education institutions and communities;
- (ii) improving the quality of education and training through strengthening in-service teacher training programmes;
- (iii) the supply of teaching and learning materials; rehabilitation of school/college physical facilities;

(iv) teacher trainers' programmes... (URT, 1995).

2.5.3 Education Sector Development Programme (ESDP)

In 1996 Tanzania initiated its Education Sector Development Programme (ESDP). The Sector programme called for the decentralization of the education system. In contrast to the traditional top-down management by Regional Administrations, the School Committees have now been vested with the responsibility of preparing school plans and budgets, managing funds and salaries and preparing financial reports. The ministries maintain responsibility for policy, standards and monitoring. The ESDP suggests encouraging participation by a greater variety of stakeholders in the policy process, including donors, civil society and private sector representatives (ibid).

The ESDP was implemented within the policy framework of the ETP (URT, 1995), and the Primary Education Development Plan (PEDP 2002-2006), which aimed at enrolling more than 7.5 million primary school age children by 2006 was one of the first outcomes of the ESDP (URT, 2001). The Secondary Education Development Programme (SEDP 2004-2009) was another attempt aimed at improving provision of secondary education, through community participation.

In this connection, the Government, through the ETP (1995) and the implementation of the ESDP, has increasingly called for greater community participation in the management of school programmes and activities. The focus has been on developing an emerging sense of ownership as households and communities participate in the planning, implementation and monitoring of educational provision processes. In summary, the success or failure of school and community level initiatives have been

largely dependent on:

- (i) The responsibility that the community attaches to education planning, supervision and implementation;
- (ii) the micro-economic capacity of the communities;
- (iii) households' willingness and ability to support the initiative(s);
- (iv) the managerial and supervisory capacity of Local Education Authorities and School Committees/Boards;
- (v) the level of community mobilization and awareness creation; and
- (vi) the political will and attitude of implementers at district, village and school levels towards the initiative (Kailembo, 2002).

2.5.4 Situation of Implementation of Education Decentralization by Devolution Under SEDP

The responsibilities and functions of various stakeholders at different levels (MOEVT, PMO-RALG, Development Partners in Education, Regional level, LGAs/Council level, Ward level and School level), are well articulated in the SEDP document in (URT, 2004).

The current situation of the implementation of education decentralization in Tanzania through SEDP to practice SBM is not encouraging in the case of academic performance since its dawn in the 2004/2005 following the 1995 Education and Training Policy (ETP). This is evidenced by the World Bank (June 2010) Report No. : 55383, which highlights the following:

The outcome of this project is rated moderately unsatisfactory. The objectives are substantially relevant to the 2007 joint Country Assistance Strategy (CAS), although relevance of design is modest: the choice of instrument was conducive to large expansion of education in the short run but not the longer-run objectives of improved quality and learning, or of capacity building.

Efficacy of the project in terms of achieving objectives is modest. Although secondary enrollment increased from about 432,600 in 2004 to over 1,400,000 in 2009 (even more than the target), the shortfall in providing teachers and learning resources resulted in declines in learning achievement, with the passing rate needed for completing secondary education on O-Level examination declining from 92 per cent in 2004 to 72 per cent in 2009. The actual number of students completing secondary education rose dramatically from about 55,000 in 2004 to about 246,000 in 2009. Risk to development outcome is significant due to rapid expansion putting pressure on the education budget and shortages of qualified teachers (Thomas, 2010).

Bank and Borrower performance is rated moderately satisfactory. However, due to the rapid increase in enrolment beyond the medium growth scenario specified in the Programme Document, the Borrower faced fiscal pressures and could not maintain the capitation grant at the level agreed in the Letter of Development Policy (ibid). Other studies have found that, Tanzania still provides an example of the top-down decentralization initiative whereby the centre retains most of the decision making powers. The practice of decentralization in Tanzania is viewed as a deconcentrated

one rather than a devolved one whereby controls remain firmly centralized (Gershberg, et. al, 2004). The failure to decentralize further is justified by the claim held by the central government that it aims at equity in resource distribution (Bennell, et. al, 2005). Then the general practice is the centralization of important roles, decisions and functions.

Although centralization of the process of resource determination and allocation to the grassroots institutions is to achieve equity in both distribution and deployment of resources, it seems that the approach is far from realizing its objective in Tanzania. The grassroots institutions, and in this case, ward secondary schools still experience resource inadequacy (teacher inadequacy) due to failure of the centralized teacher recruitment approach to achieve its intention of the equal distribution of teachers, have effects on teachers' operations in ward secondary schools in Tanzania (ibid, 2005).

2.5.5 Lessons and Perspectives

Looking back over education policy in the Education Sector Development Plan and its implementation, the aim of achieving universal secondary education while maintaining standards is largely unsuccessful. There is a significant achievement expansion of the sub-sector, but learning achievement suffered from too rapid expansion of enrolment (Thomas, 2010). This experience has produced a number of lessons, among them:

- i) Fiscal sustainability of rapid expansion of secondary education needs to be re-assessed carefully within the realistic context of limited fiscal resources

and competing needs of other education sub sectors.

- ii) The unprecedented rate of expansion of community secondary schools is putting extreme pressure on the education budget. In recent years the government responded by reducing per unit resources which in turn compromised the quality of secondary education. Finding the financial resources to complete the job of building quality into the expanded system is an enormous challenge to be resolved by the government and development partners.
- iii) Rapid expansion of secondary education is more complex and difficult than rapidly expanding primary education. Secondary education systems have subject specialties requiring efficient matching of student class streams and teachers; teacher shortages and lack of capacity limit the ability to increase the number of teachers of appropriate qualifications rapidly; curriculum, textbooks, and examinations need to be reformed simultaneously; and the management challenge inherent in rapid expansion and reform simultaneously would tax even the most capable systems of education.
- iv) Decentralization with school community based management under the overall Government decentralization pursued in Tanzania appears to have had a beneficial impact on community enthusiasm and participation, but further evaluation is needed about impact, efficacy and efficiency. A set of clear and relevant hypotheses need to be formulated for testing so as to try to link improvement in learning with important attributes of decentralization.
- v) The labour market situation warrants closer and careful monitoring as the supply of secondary school leavers is increasing. There is a risk of creating

an increasing pool of unemployed secondary graduates as a consequence of the overly rapid expansion of relatively low quality community secondary schools.

- vi) Expansion of secondary education needs to be accompanied by attention to quality of education. Research studies show that quality secondary education is critical to obtain the economic benefits of growth and poverty reduction. Even with significant increases in domestic budget and development partner support in Tanzania, there will not be enough finance for all of the worthwhile goals in the new ESDP (ibid). The challenge will be maintaining the political and fiscal discipline to focus on quality while addressing community demand for expansion with limited fiscal resources.

2.6 Conceptual Framework

Scholars have conceptualized decentralization but the leading paradigm in the decentralization discourse looks at the concept within an administrative and political context. Although perceptions of decentralization vary, it is commonly viewed as the transfer of legal and political authority from the Central Government and its agencies to the field organizations and institutions. Therefore, this transfer includes the authority to plan, make decisions and manage public affairs by agencies other than the Central Government (Ng'ethe, 1998).

The emerged issues from studies done internationally on education devolution provided the empirical evidences for analytical framework of this study to reveal the actual implementation of the policy in Tanzania, particularly in the designated municipality.

Part II, Section 4 of the National Education Act of 1978 states clearly, who is in charge of education: The Minister for Education shall be responsible for the promotion of the education of the people of Tanzania and for securing the effective execution by Local Authorities, under his/her guidance, control and direction of nationally beneficial education services (URT, 1978). This directive expresses the desired state of affairs: that Central Government is in full control of education; Local Authorities are agents of Central Government; education is for the benefit of the nation. Benefits of education for the children, parents, or the communities in which they live are not mentioned; and education is exclusively a domestic affair.

The functions of the then Ministry of Education and Culture (MOEC) now Ministry of Education and Vocational Training (MOEVT) include, development of education policy; conduction and coordination of educational research and evaluation; monitoring, reviewing and evaluating SEDP activities, guidelines and overall progress and make reports to the Basic Education Development Committee (BEDC), while the functions of PMO-RALG include, participation in SEDP processes as joint stakeholder; participation in Inter-ministerial Steering Committee which oversees the implementation of SEDP; and to Co-Chair the BEDC. These two ministries are the top central decision makers charged with responsibilities of education provision.

The functions and responsibilities at the Regional level, Council level, Ward level, School Board, School Management Teams, and teachers are well articulated in the SEDP document. This study reviewed and analyzed the process, institutional and legal framework within which the education decentralization management operates

in Tanzania. It specifically focused on the decentralization of education by devolution to Local Governments' role in educational management. The focus of the study was to examine the functions of different levels of the hierarchy from top to bottom and see their effects on students' performance.

This study reviewed these functions in order to know how decisions taken at these various levels have affected students' learning and therefore students' performance in Ward Community secondary schools in the designated municipality.

2.7 Summary

This chapter dealt with the various forms of the concept of decentralization, particularly education decentralization which include deconcentration, devolution, school based management, and delegation. The basic assumption under the education decentralization as challenges to centralization are outlined, some of them include; participatory management, empowerment of stakeholders, and shared decision making. Others are provision of local administrators with greater autonomy, promotion of professional development and accountability of the implementers. Also, parental and community involvement, and enabled bottom-top administrative and management of education.

Also this chapter dealt with the review of some of management theories and their implications in education management. These theories include; Maslow's theory of needs hierarchy, goal setting theory and participatory theory. Their general implications in education management include creation of satisfactory educational working climate; properly set and implemented goals; and participatory decisions

making and implementation, respectively.

In the reviewed empirical studies, some of the noted negative effects from studies done by other researchers include; inadequate education quality, general poor quality of leadership and management of education provision, inadequate numbers of qualified and knowledgeable teachers due to increased enrollments of students, and lack of information management system as well as low level of participation of the final users and hence small impact on achievements.

Main factors that cause education decentralization inefficient include; lack of political accountability, corruption, shortage of financial capacity, and reluctance of National Education Ministries to release power to the sub-national Governments, communities and schools with the reason that these organs lack the capacity to manage education. Also, implementation of education decentralization is regarded as a short evolutionary process, instead of being a long evolutionary process. Studies show that, where some of the above mentioned impediments are overcome, education decentralization is fruitful, for example in the developed countries of United States of America and Canada.

In Tanzania, educational decentralization by devolution is practiced through SEDP. World Bank and national reports together with research findings show that, the implementation of the policy is not encouraging in the case of academic performance; however, decentralization has facilitated secondary education accessibility through increased enrolments.

The chapter ends with an articulation of the conceptual framework which comprises all levels of educational administration upon which the analysis of this study was based.

CHAPTER THREE

3.0 RESEARCH METHODS

3.1 Introduction

This chapter contains the methods which were used in collecting the required data for the analysis of the study. Adam, et.al, (2008) points out that, research methods entail research techniques or procedures used to gather and analyze data. In other words, “Method” refers to the techniques, strategies and tools used to gather data, using both qualitative and quantitative data collection techniques. Other components in this chapter include research design, research approaches, sampling and sampling procedures, unit of inquiry, data collection and data cleaning, coding, analysis and interpretation.

3.2 Research Design

This is a Case study research design for Ward public community secondary schools in Temeke Municipality using analytical and descriptive approaches. The study aims at finding out the effects of the implementation of decentralization by devolution of the administration and management of public community secondary schools performance.

3.3 Study Area

The study was conducted in sampled secondary schools located in one of the Municipalities in Dar es Salaam region; among the community owned and administered secondary schools. Dar es Salaam region has three Municipalities; Ilala, Kinondoni and Temeke (see appendix 10). Ilala and Kinondoni Municipalities

are a little bit occupied by relatively wealthier parents, who may exert some influence on the performance of the schools in terms of providing their children with additional private tuition and therefore distort the influence of the devolution process.

Temeke Municipality on the other hand is occupied by ordinary parents, more densely populated in the Municipal centre with an average of low income inhabitants. As such, Temeke Municipality was purposefully selected for this study. Also the number of schools in Temeke Municipality is very high compared to the infrastructure, a fact observed during my reconnaissance to these schools, and a factor which has caused some of the children to be registered outside their residential wards

3.4 The Population

A researcher must know what kind of information is wanted, who has the information and where to find that information. The sources that a researcher has in mind from which to obtain information constitute the *population* (Enon, 1998). The population is a group, which the researcher is interested in soliciting information and drawing conclusions (Kessy, 2004).

This study used higher level officers of two Ministries; the Ministry of Education and Vocational Training and Prime Ministers Officer Regional Administration and Local Governments, Regional Education Officer, Council Level Education Officer, Ward Eduion Coordinators, and School Board members, the

Headmasters/Mistresses, Teachers by gender and qualifications, Parents and students by gender in the designated Municipality's public community secondary schools.

Community secondary schools are the result of the implementation of the decentralization policy in Tanzania, under the Secondary Education Development Programme (SEDP). The decentralization policy is predicated on the assumption that, it leads to high schools' performance, and other assumptions described under the review of literature in this dissertation.

Temeke Municipality has thirty three co-educational community public secondary schools which have reached Form Four. The performance of these schools differs greatly between the highest and the lowest performance levels. The differences in the schools' performance led the researcher to stratify them in terms of top, medium and low performers before the research sample could be determined. For this study the researcher ranked ordered all the schools in the Municipality on the basis of their O-Level examination results of 2010 and selected the top three schools the middle three one above the median, and one below the median and the bottom three schools as indicated in Appendix 8.

3.4.1 Target Population and Sample Size

Nine community secondary schools from the designated Municipality (Temeke) were sampled purposefully on the bases of performance, because they are many such community schools in the district. Fifty four secondary school students by gender were sampled randomly, by asking the stratified students as per performance of their

schools to pick pieces of papers with the inscriptions “pick me” and “don’t pick me” six from each school. Nine Ward Education Coordinators, nine headmasters/mistresses, were sampled by virtue of being heads of the selected schools, while eighteen teachers, and eighteen parents having children in the schools; two from each school as members of the schools Boards, were randomly sampled by gender using the same picking method.

Four higher level officers responsible for monitoring the implementation of SEDP were automatically selected by virtue of their roles in the programme, one from each level, the MOEVT, PMO-RALG, Regional level and the Council. That made a total of one hundred and thirty respondents. Table 3.1 shows the composition of respondents from each category.

3.4.2 Sampling Techniques

As Kothari, (2004) argues, a researcher must decide on the technique to be used in selecting items for a given sample size, which will become a truly representative of the population. This study was based by purposive and random sampling techniques respectively. Under purposive sampling the researcher selected samples based on a certain purpose (Enon, 1998) while, in random sampling, the individuals are chosen in such a way that each has an equal chance of being selected , and each choice is independent of any other choice (Omari, 2011).The random and purposive samplings significantly complement each other; this is urged by Cohen, et al, (2000) that, however it is accepted that both techniques complement each other depending on the magnitude of the representatives and the nature of the study carried out.

Table 3.1: Target Population Sample

Category of Respondents	Expected Respondents
Students, from nine schools, three of each gender From each school strata 3x2x9	54
Teachers, two of each gender and from each school strata	18
Heads of schools, one from each school of each category	9
Ward Education Coordinators	9
Two parents from school Board members by gender apart from chairperson	18
The Chairperson of each school Board	9
Nine head prefects one from each school of each category	9
Four higher level officers one from each level of MOEC, PMO-RALG, Regional and Council levels	4
Total	130

Source: Compiled by researcher

The schools were categorized into top, medium and poorly performing ones and were selected purposefully after being rank ordered as follows;

- (i) The top 3 schools were included in the sample
- (ii) The bottom three schools were included in the sample
- (iii) The medium, one school above and one school below the median were included in the sample. The heads of schools automatically comprised those of the purposefully selected schools because there is no one school which has more than one head.

Ward Education Coordinators comprised those from which the schools were purposefully selected. Members of the Schools Boards comprised the Chairpersons of each board of the selected secondary schools because there can be only one chairperson. The two members of the School Board were randomly selected by gender from members of the Board disaggregated by gender. Higher level officers were automatically those holding the posts at their respective levels. These included the Chief Education Officer of the MOEVT who is normally one, the Permanent Secretary of the PMO-RALG generally one person, the Regional Education Officer who is always one person and Council Education Officer who is also one person selected by virtue of their posts.

3.5 Research Approaches

This study used both qualitative and quantitative research approaches in a complementary way. Denscombe, (1998) argues that:

- i. *In practice, the approaches are not mutually exclusive.* Social researchers rarely, if ever, rely on one approach to the exclusion of the other. Good research tends to use parts of both approaches, and the difference lies in *the degree* to which the research is based in one camp or the other.
- ii. *In theory, the distinction is too simplistic.* The assumptions associated with the two approaches are frequently shared, frequently overlap and basically do not fall either side of a clear dividing line.
- iii. The distinction between ‘qualitative’ and ‘quantitative’ relates to the treatment of data, rather than the research methods as such. The genuinely useful distinction is in how data are treated analytically.

Ary, et al, (1996) argue that, qualitative research...seeks a complete *understanding* of a social phenomenon through the researcher's total immersion in the situation. However, a quantitative study is used deductively, as Creswell, (1994) comments,

"In quantitative studies, one uses theory deductively and places it toward the beginning of the plan for a study. The objective is to test or verify theory. One thus begins the study advancing a theory, collects data to test it, and reflects on whether the theory was supported or not by the results of the study. The theory becomes a frame work for the entire study, an organizing model for the research questions or hypotheses for the data collection procedure" (Creswell, 1994: 87- 88).

Ary et al (1996) contend that quantitative research uses objective measurement and numerical analysis of data to try to explain the *causes* of changes in social phenomena. This type of research usually begins with hypotheses that will be supported or not supported by the data (Ibid: 20). Tables with numerical data accommodate information from structured questionnaires. And as noted by Ary et al (ibid) both the quantitative and qualitative methodologies are valuable to the educational researcher. The method which researchers choose depend on the nature of the questions they are asking.

3.6 Research Instruments

The researcher used more than one instruments for data collection largely because no one method is superior to any other in every aspect and none is complete in itself (Ary, 1996).The research tools included:

3.6.1 Questionnaires

Enon (1998) argues that a questionnaire involves the use of written down items to which the respondents individually respond in writing. The items are in the form of statements or questions. Its merits include the possibility of using distant respondents. Questions are well planned and can always be modified and adapted. In this study the researcher used questionnaires to seek information from education practitioners such as teachers, heads of schools and from selected students.

The questions were about the ways they participate in the implementation of the policy of decentralization by devolution, knowledge of the policy itself, difficulties, and challenges they encountered during its implementation. Though there were some slight variations according to category of the informants, the questionnaires' contents were as follows: Questions 1-6 covered information about the informants and the school site, while questions 7 onwards covered information about the implementation of the policy under school based management, and information about challenges faced during the implementation of the policy, strategies used to overcome them and suggestions/comments provided by respondents.

3.6.2 Interviews

Interviews entail collection of information through verbal communication in a face to face encounter between the researcher and respondents (Brog and Gall, 2000). The researcher used this technique to collect data from heads of schools, Ward education coordinators, and parents, who hold positions in the selected schools and officers holding positions at the ministries level, regional level and Council level.

The interviews with these respondents were designed to seek supplementary information on the challenges faced when implementing the policy. For clarification and elaboration of some ideas, some respondents including head prefects and School Board Chairpersons were interviewed also.

According to Denscombe, (1998) interviews have the following advantages over questionnaires, they provide in-depth information; the researcher gains valuable insights based on the depth of the information gathered and the wisdom of key informants; offer the informants the opportunity to expand their ideas, explain their views, and identify what they regard as the crucial factors; have high validity because I could check data for accuracy and relevance as the researcher collected them, not to forget the high response rate.

3.6.3 Unpublished Documentation

This source was used to retrieve information from various primary and secondary sources available at the schools, Ward Education Coordinators' offices, Municipal Education offices, Regional and the two Ministries concerned. The documents provided records of actual events as they happened. These included class attendance registers to observe patterns of students attendances, hence students engagement in the programme, funds receipts documents such as warrant of funds/vote of funds in order to observe the trend of aid and contributions received from parents, Local and Central Governments, ledgers of material goods, delivery notes and documents of directives etc. Secondary documents refer to all information offered by second parties but are not yet published.

According to Brog and Gall (2000), information gathered through documentary reviews enables one to cross-check consistency of information gathered by questionnaires and interview schedules. However, this strategy has a number of weaknesses such as lack of accurate data and sometimes it leads to making use of out of date and incomplete data.

3.6.2 Observations

During field work the researcher did non-participatory observation in order to find out the attributes of school performances other than the O-Level National examinations. For this study the researcher observed students' interaction among themselves, with teachers, and visitors, intensive teaching and learning and outside class room activities. The researcher applied broad sweep observation to check out how various academic related issues were actually being conducted and interacted, therefore affected school performance either positively or negatively. According to Wolcott (1980) the broad sweep approach is strategy for deciding what to look at and how to look.

3.7 Data Treatment and Analysis

Quantitative data collected were subjected to cleaning, a process of examining if there are any omissions and removal of those which have some errors or correct them where possible. At the end of data collection, manual cleaning, inspection and coding was done.

Questionnaire data were analyzed by the use of Statistical Package for Social Sciences (SPSS) programme. It produced descriptive statistics such as frequencies

and percentages which were presented in terms of tables, graphs and charts. On the other hand qualitative data were subjected to content analysis technique during which themes and categories were identified, analyzed and presented in the form of quotations as reported by respondents or themes and categories.

3.8 Issues of Validity and Reliability

According to Kothari (2004) validity is the extent to which an instrument measures what it is intended to measure, while reliability is the extent to which a measuring instrument is consistent in measuring whatever it measures. Validity and reliability refer not only to the information produced by a measuring instrument but also the instruments themselves. Enon (1998) asserts that validity is a quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right. Validity, therefore, implies that what is wanted to be obtained is what is measured. So, if whatever is used in the study enables one to produce what is wanted to be produced then validity is ensured. Validity in research may imply accuracy of the research tool, research procedure (technique), and validity of the research findings/report (Enon, 1998) hence its credibility.

Reliability refers to how consistent a research procedure or instrument is. It, therefore, means the degree of consistency demonstrated in a study. Hence, reliability implies stability or dependability of an instrument or procedure in order to obtain reliable information (Ibid). In order to ensure validity and reliability of the instruments the researcher took measures to enhance their validity and reliability. In this study the instruments were given to colleagues for peer review and to my

supervisor for review and advice before piloting them; after which they were improved and submitted to my supervisor again for final comments, which having taken them into account the instruments were then given green light to be used for data collection.

3.9 Summary of Participants

3.9.1 Respondents

There were 130 respondents, who were sampled in order to collect primary data. Generally, the respondents were cooperative in providing required data either during personal interviews or in filling the questionnaires distributed to them.

3.9.2 Interview Respondents

All 4 or 100 per cent higher officers one from each level of MOEVC, PMO-RALG, Regional and Council level were interviewed. Interviews were also conducted at school site level whereby all respondents sampled were included; these include heads of schools; school Board members; parents; teachers; WECs; head prefects and students.

3.9.3 Questionnaire Respondents

Out of 81 questionnaire respondents 77 (95 per cent) of questionnaires were dully filled and returned, of which 54.5 per cent were received from females, and 45.5 per cent from males. The respondents included, all 9 (100 per cent) sampled heads of schools; all 18 (100 per cent) sampled teachers; and 50 (92 per cent) sampled students, of whom 54 per cent were females and 46 per cent males as per summary in Table 3.2.

Table 3.2: Questionnaire Respondents

Category	Questionnaires Returned	Percentage %	Female	Percentage %	Male	Percentage %
Students	50	92.0	54.0	23	46.0	
Teachers	18	100.0	09	50.0	09	50.0
Heads of sch	09	100.0	06	75.0	03	25.0
TOTAL	77	95.0	42	54.5	35	45.5

Source: compiled by the researcher

3.9.4 Observation Schedule

A broad sweep approach was used to observe issues pertaining to the study objectives. All nine selected schools were keenly observed and facts were disclosed and described in the broad sweep observation schedule depicted in chapter four of this dissertation to elucidate school performances other than national examination results.

3.10 Limitation of the Study

A possible pitfall in this study was short of support or negative attitude of some of the potentially sampled individuals who were hesitant to provide information for fear of its disclosure and refraining from giving full support. While the problem was not so serious; but in some cases where it occurred the researcher addressed it by the use of maximum persuasive interaction, exposing detrimental consequences to the nation in the event of not getting correct information. To reduce the danger only those participants who demonstrated cooperation were involved in the study.

3.11 Delimitation of the Study

This study did not include Government secondary schools, which are also decentralized; but they were left out because they are older, long established, long experience, have track records, well equipped in terms of books equipment and teachers than the recently decentralized secondary schools under SEDP.

3.12 Ethical Consideration

Research clearance to carry out the study was obtained from the Open University of Tanzania. The research clearance helped to obtain permission from the MOEVT and PMO-RALG, and then permission was granted by the RAS and REO of Dar es Salaam region as well as the DAS and Temeke Municipal Education Officer (MEO) to conduct research in the Ward secondary schools (see the attached letters). The researcher then held meetings with individual school authorities and the WECs during which the intention, significance and confidentiality of the study was carefully explained.

The instruments were administered with minimal interruption of daily school activities, and school names and their respective wards were assigned letters A, B, C, D, E F, G, H and I to uphold confidentiality.

3.13 Summary

The study employed case study design in order to analyze and describe the effects of implementation of the devolution of education provision on students' performance in 9 sampled public community or Ward Secondary Schools in Temeke Municipality.

The sampling techniques used were both purposive and random, depending on the purpose and chance respectively. Purposive sampling was used for obtaining the study area among the three municipalities of Dar es Salaam region, as well as for selecting the schools which were rank ordered according to their performance. Higher level officials, WECs, Chairpersons of school Boards, heads of schools and head prefects were selected according to their respective posts they hold in their respective positions. Random sampling was used to select school Board members, parents, teachers and students, all by gender.

Research approaches used were both, qualitative and quantitative in a rather complementary manner. While qualitative approach seeks a complete understanding of social phenomena through total immersion in the situation, quantitative approach on the other hand uses objective measurements and numerical analysis of data to explain the phenomenon. Research instruments employed were questionnaires, interviews, observation and unpublished documents for collection of both primary and secondary data.

The treatment of and analysis of quantitative data employed SPSS programme for questionnaire data, which produced descriptive statistics, while qualitative data were subjected to content analysis techniques to identify themes, categories and presented as such as well as per quotations.

CHAPTER FOUR

4.0 FINDINGS

4.1. Introduction

This chapter is about findings, based on information gathered in relation to the effects of the implementation of the decentralization policy by devolution of the administration and management of community schools in Temeke Municipality. The chapter uncovers circumstances and conditions under which students perform well or badly under school based administration and management of community secondary schools in Tanzania.

The findings presented here were guided by the research objectives and questions and were generated from interviews, questionnaires, broad sweep observation, and unpublished documentation. These findings constitute the effects which resulted from proper or incomplete implementation of decentralization by devolution of the administration and management of community public secondary schools in Temeke Municipality.

4.2 Adequacy of Teachers per Subject Specialization, their Professional Qualifications and Curriculum Delivery

The specific objective number one focused on the adequacy of teachers per subject specialization and their respective qualifications. Also, the study investigated how the curriculum was delivered in term of teaching and learning. This objective was intended to answer the question “how adequate were the teachers in terms of subject specialization what their respective qualifications were and how the teaching and learning was like in their respective schools”?

Ward Education Coordinators were required to respond to item 22 concerning the extent to which teachers were adequate, how hard they worked in their respective schools and the right mix- of their qualifications. Their responses are presented in Table 4.1 which shows that, 33 per cent of respondents reported the existence of adequate number of teachers in the high performance schools, while 67 per cent said that the number of teachers were not enough in the medium and low performance schools; while 67 per cent of respondents reported that teachers were hard working in the high and medium schools, and that 33per cent reported that teachers were not hard working particularly in the low performance schools. For the case of right mix of qualifications all 100 per cent of the respondents reported that teachers were not of right mix in all categories of performance levels including in the high performance category.

The implication of the results is that as one Ward Education Coordinator said during the interview, the idea which was also obtained from other ward officers:

The MOEVT deploys teachers to schools but some teachers don't report to their stations, the main reason for this situation is that the schools are far from the city centre, where teachers have hired rooms and reside; also schools don't have houses built for teachers and therefore teachers decide to get employed in private secondary schools (Ward Education Coordinator from low performance school H, March 5th 2012).

Concerning the extent to which teachers were hard-working, Ward Education Officers complained that almost all teachers did not attend schools all the work days

of the week. Instead they attended some of the days only. One Ward Education Coordinator at Ward I had the following to say:

Most teachers including the head of this school and other schools I aim (sic) sure don't attend their schools every day during work days, instead they do attend every alternate days and according to time table, which is intentionally prepared for this purpose, and so it is not possible to see the same faces daily. The reason for this is that almost all teachers don't reside in school campuses. They have to travel all the way from the city centers where they have hired rooms. It is expensive for them to meet travel costs and food requirements at such remotely located school sites (Ward Education Coordinator from low performance school I, March 1st 2012).

As a result of schools not having the right mix of teachers' qualifications, Ward Education Coordinators and Heads of schools complain that, they were forced to employ Form Six leavers as part time teachers to cover the shortage of teachers of science subjects because every year the MOEVT deploys more arts subjects teachers than science ones. One head of school at school F claims:

There is a critical shortage of science teachers at this school, every year we receive more teachers specialized in arts than in science subjects. This year, out of 12 teachers deployed here only one teacher was a science teacher, so we are forced to employ Form Six leavers who have at list (sic) taken science combinations to teach as part timers, rather than let students stay untaught (Headmistress from medium performance school F, Mach 1st 2012).

Table 4.1: WECs Responses on Adequacy of Subject Teachers, Level of Hard work and Mix of Qualifications in their

Ward	Adequacy of teachers		Teachers' level of working hard		Right-mix of qualifications	
	Adequate (f)	Not (f)	Hard (f)	Not (f)	Right-mix (f)	Poor mix (f)
HIGH PERFORMANCE SCHOOLS						
Ward A	1	0	1	0	0	1
Ward B	1	0	1	0	0	1
MEDIUM PERFORMANCE SCHOOLS						
Ward D	0	1	1	0	0	1
Ward E	0	1	1	0	0	1
LOW PERFORMANCE SCHOOLS						
Ward H	0	1	0	1	0	1
Ward I	0	1	0	1	0	1
Total %	2(33%)	4(67%)	4(67%)	2(33%)	6(100%)	

Source: Compiled by the researcher

Key: (f) = Absolute frequency % = Relative frequency

Students were required to respond to item 5 of their questionnaire, which demanded the adequacy of teachers in the subjects taught and, where possible to give reasons for the untaught subjects. The information in Table 4.2 shows that 46 per cent of respondents reported that all subjects have teachers while 54 per cent reported that not all subjects have teachers to teach the subjects.

Concerning the questions, which required students to mention subjects which have no teachers to teach, their responses show that, Biology and Chemistry have the highest per centage frequency of 27 per cent each, followed by Physics (18 per cent), History and Civics (9 per cent) each, Mathematics (6 per cent) and Geography and Book keeping (3 per cent) each respectively. These responses imply that Science subjects especially Biology and Chemistry lack teachers compared to Arts subjects.

According to categories of school performances, high performance schools A, B and C had high percentages of availability of teachers, which were 87, 67 and 67 per cents respectively. These schools also had low numbers of subjects without teachers which were 1, 2 and 3 per cents respectively. Medium and low performance schools D, E, F, G, H and I had high percentages of unavailability of teachers to teach all subjects which were 60, 60, 83, 80, 67 and 60 per cents respectively. Also, these medium and low performance schools had high numbers of subjects without teachers which were 6, 4, 6, 5, 4 and 4 per cent respectively.

The above findings reflect the effects of adequate and inadequate supply of teachers on school performances. Where devolution requirements are provided the effects are good, while where the requirements are not adequately provided the effects of devolution are not realized.

The questionnaire for heads of schools item 10(a) required them to show the number and qualifications of teachers per subject specialization. Table 4.3 summarizes the responses. The results show that the number of teachers deployed to secondary schools for each category has been increasing yearly and that there were more

diploma than degree teachers in all sampled schools. There are more arts diploma and degree than science diploma and degree teachers in all sample schools.

Table 4.2: Adequacy of Availability of Subject Teachers

Availability of teachers of all subjects					Subjects without teachers								
Level	Av.	Un av.			MT	BI	CH	PH	GE	HI	BK	CV	Total
	f	%	f	%	f	f	f	f	f	f	f	f	f
HIGH PERFORMANCE SCHOOLS													
Sch A	5	87	1	13	0	0	0	0	0	0	1	0	1
Sch B	4	67	2	33	0	1	1	0	0	0	0	0	2
Sch C	4	67	2	33	0	1	1	1	0	0	0	0	3
MEDIUM PERFORMANCE SCHOOLS													
Sch D	2	40	3	60	0	0	0	0	0	3	0	3	6
Sch E	2	40	3	60	0	1	1	1	1	0	0	0	4
Sch F	1	17	5	83	1	2	2	1	0	0	0	0	6
LOW PERFORMANCE SCHOOLS													
Sch G	1	20	4	80	0	1	2	2	0	0	0	0	5
Sch H	2	33	4	67	1	1	1	1	0	0	0	0	4
Sch I	2	40	3	60	0	2	1	1	0	0	0	0	4
Total	23	46	27	54	2	9	9	7	1	3	1	3	35
					6%	27%	27%	18%	3%	9%	3%	9%	100%

Source: Compiled by the researcher

Key:

MT=Mathematics BI=Biology CH=Chemistry PH=Physics GE=Geography

HI=History BK=Book keeping CV=CIVICS Av.=Available Un av.=Un available

f=frequency = % Percentage

There were more teachers of all specializations in the high performance schools than in others. This situation can be explained by the fact that these schools are located in urban areas; that is, in the vicinity of Temeke Municipality where social services are plentiful. Most of low performing schools are located in the peripheral areas of the municipality, where various social services are not available, therefore teachers do not report.

Teachers were not of the right mix as more teachers were for Arts subjects while few were for Science subjects. In all categories of performance there were unqualified teachers mostly Form Six leavers in the column of others. One head of school within the low performers had this to say:

We heads of remote schools are forced to employ unqualified form six and primary school teachers to teach in these schools because qualified teachers allocated to these schools lack willingness to live in the hard conditions found in these areas, resulting in teacher shortages (Secondmistress in one of low performance schools, February 29th 2012).

Also, there were almost equal numbers of female and male teachers in high performance schools, while in the remotely located schools there were relatively more male than female teachers. One WEC at school H reacted to this inequity:

Male teachers can survive and tolerate hardship than female teachers; they can travel all this long distance from town to the school and back. Most female teachers quit as soon as they report for the first time and they never come back. There are no teachers' houses to accommodate

them, no sound services to keep them comfortable. Students are much undisciplined. They do not respect female teachers as well as male teachers; although male ones are able to face the challenges (Ward Education Coordinator in one of the Low Performing Schools, February 28th 2012).

Table 4. 3: Qualifications of Teachers per Subject Specialization

Year 2008												Year 2010												
School	Diploma				Degree				Others				Diploma				Degree				Others			
	At		Sc		At		Sc		At		Sc		At		Sc		At		Sc		At		Sc	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
HIGH PERFORMANCE SCHOOLS																								
Sch A	12	12	2	0	1	0	0	0	0	2	0	15	12	3	0	4	3	2	0	2	2	2	3	
Sch B	11	13	2	0	1	1	0	0	0	0	0	13	15	0	0	4	4	2	2	1	1	1	0	
Sch C	10	12	2	0	2	1	1	1	1	0	0	12	14	3	2	6	4	2	1	2	3	0	0	
MEDIUM PERFORMANCE SCHOOLS																								
Sch D	3	9	1	3	4	3	0	0	0	0	2	2	7	10	2	3	6	4	3	1	3	1	2	2
Sch E	2	8	2	3	0	0	0	0	0	2	2	2	8	15	3	5	2	1	0	1	2	0	0	0
Sch F	2	7	2	3	0	0	0	0	0	0	0	0	2	0	4	5	3	3	5	5	2	0	1	1
LOW PERFORMANCE SCHOOLS																								
Sch G	5	8	1	3	0	0	0	0	0	0	0	0	6	11	2	0	4	2	0	0	3	1	0	0
Sch H	6	6	2	2	0	0	0	0	3	2	1	1	7	6	2	2	2	2	0	0	3	2	1	1
Sch I	4	2	2	2	0	0	0	0	1	0	0	0	20	10	5	2	0	0	0	0	1	0	0	0
Total	55	75	16	16	8	5	1	1	5	5	8	5	90	89	24	19	31	23	14	10	19	10	7	7

Source: Compiled by the researcher

Key: M=Male F=Female At=Art Sc=Science

4.3 The Delivery of Curriculum

Concerning the delivery of the curriculum in the sampled secondary schools, the following factors were investigated to reveal the essence of stipulated theory that implementation of decentralization policy by devolution through SEDP leads to students' high performance and schools operate at a high level of effectiveness and efficiency in promoting students achievement. The factors which were investigated to explain how they influenced the effects of sample schools' results include.

4.3.1 Medium of Instruction

Medium of instruction and communication in the provision of secondary education in Tanzania is English. Item 8 of the students' questionnaire required students to respond to how English is being used by teachers and students during the teaching and learning processes. The results in Table 4.4 show that all students (100 per cent) were of the view that there was poor use of English as the medium of instruction. That English was not used most of the time; but rather mixed with Kiswahili, by both teachers and students respectively.

4.3.2 Teachers' Motivation at School Level

Ward Education Coordinators did not show the means or strategies of motivating teachers and no reasons were advanced. In one secondary school in the high performance category, the Headmistress did not know the location of the office of her Ward Education Coordinator when the researcher asked her if she had communication with her Ward Education Coordinator; her boss, she replied:

Well, he rarely visits the school and actually he has his own duties and responsibilities of which I don't know. His office used to be located

somewhere close to Wailesi Secondary School, but now I have heard that it has been shifted to somewhere near the National Stadium surroundings you can go and find him there at your own time (Headmistress at one of high performance schools, March 5th 2012).

The response of the Headmistress shows irresponsibility effect of the implementation of education decentralization among the Ward Secondary Schools.

Table 4.4: Frequency of English use by Teachers and Students in Classes

English use	School level									Total (f)	Total (%)
	HP			MP			LP				
	Sch A	Sch B	Sch C	Sch D	Sch E	Sch F	Sch G	Sch H	Sch I		
<u>By teachers</u>											
Not most of time	6	6	6	5	5	6	5	6	5	50	100
Rarely used and mixed with-											
Kiswahili	6	6	6	5	5	6	5	6	5	50	100
<u>By students</u>											
Not most of time	6	6	6	5	5	6	5	6	5	50	100
Rarely and mixed with-											
Kiswahili	6	6	6	5	5	6	5	6	5	50	100

Source: Compiled by the researcher

Item 22 of WECs' interview required the respondents to explain how they motivated their teachers in order to work hard and the steps taken in order to solve the problem of inadequate number of teachers in their ward schools. Table 4.5 portrays Ward Education Coordinators responses on how they motivated teachers. However, these responses are summaries of most commonly provided answers. Wards C, F and G

did not respond to the question.

Table 4.5: Ways WECs Motivate Teachers in Temeke Municipality

Ward	Type of Motivation
Ward A	Convince parents to contribute money which is paid to teachers as motivation for extra work such as teaching remedial classes.
Ward B	Asked for more teachers yearly from the MOEVT through the council's Education Officer.
Ward D	Teachers being allowed to conduct tests every Saturday of which parents are requested to contribute some money for motivating the teachers.
Ward E	Advise the head of the school to request teachers to teach subjects that are not in their specialization and pay them money collected from school fees as motivation for extra tasks. Employed part-time teachers.
Ward H	Request permission from the Council Education Officer to let the head Employ the primary school teachers to teach as part-time teachers in the lower forms.
Ward I	Built one double teachers' houses and to add more houses in the near future.

Source: Compiled by the researcher (April 3rd 2012)

4.3.3 Comfortability of Teachers

For efficient delivery of curriculum teachers' comfortability in terms of employment climate, satisfaction with working conditions is very important as Maslows' theory of needs hierarchy suggests.

Part b of item 13 of teachers' questionnaire teachers were required to respond to their status of comfortability in teaching in Ward secondary schools and give reasons for being so. Their responses are summarized in Table 4.6.

**Table 4.6: Degree of Comfortability of Teachers Teaching in the Community
Ward Secondary Schools**

Level of comfortabilty				
School	Very comfortable	Fairly comfortable	Uncomfortable	Total
	(f)	(f)	(f)	(f)
HIGH PERFORMANCE SCHOOLS				
A	2	0	0	2
B	2	0	0	2
C	2	0	0	2
MEDIUM PERFORMANCE SCHOOLS				
D	2	0	0	2
E	2	0	0	2
F	0	0	0	0
LOW PERFORMANCE SCHOOLS				
G	2	0	0	2
H	0	0	2	2
I	0	2	2	4
Total	12	2	4	18
%	67	11	22	100

Source: Compiled by the researcher (April 3rd 2012)

The results show that 67 per cent of respondents feel very comfortable to be employed and teach in Ward Community Public Secondary Schools. This finding was supported by the teachers of high performance and medium performance schools during the interview that they feel very comfortable largely because of job security, future expectations of being sponsored for further studies in the near future, as part of the Government employment terms, and the need to bring about

improvement of students' performance. Of the remaining 33 per cent, 11 per cent of the teachers from medium and low performance schools reported feeling fairly comfortable, and 22 per cent of them were uncomfortable largely due to the effects such as uncondusive working and living conditions like shortage of houses, poor students discipline and poor leadership in their respective schools resulting from failure to keep abreast of the expansion of enrolments.

4.3.4 Students' Accommodation

An accommodation is one among the conditions that lead to efficient curriculum delivery. In the interview with Ward Education Coordinators, who were required to react to the construction of accommodation facilities like hostels, the responses were almost similar as one WEC from school H which state:

There were plans to construct boarding accommodation but currently the main obstruction is lack of funds. However, in the future the Government together with the community members will construct boarding accommodations in every school with priority to girls (Ward Education Coordinator from one of the low performance school, April 4th 2012).

The opinions of head prefects were preference of school hostels and boarding facilities because such accommodations facilitate high performance of students academically, and they criticized the accommodation provided through hired rooms as follows:

Hired rooms (Ghettos) have a lot of negative impact to students and their performances in academics (sic). In such life students cook for

themselves; share the same rooms among boys and girls students hence informal marriages; girls face harassments from hooligans and from some male teachers; students run short of food and money to buy necessary facilities and become beggars. There was an instance whereby one part time teacher, a Form Six leaver employed here was caught living with a girl student in the girls' hired room. It was a very serious issue but the case ended up after the parents of the teacher to be entered (sic) into negotiation with the parent of the girl, don't ask me how (Head prefect from one of low performance schools, February 29th 2012).

Students were interviewed on the best category of accommodation for better academic performance, all students reported to prefer boarding schools, school hostels and private hostels, and have several similar reasons as summarized below.

Such accommodations enable students to manage time for preparations, and cooperate in their studies, rather than stay at home or in hired rooms where they engage themselves in many domestic duties instead of pursuing academic activities. Also students get opportunities to meet people from other parts of the country and get wide exposure to different cultures (Head prefect in one of high performance school, March 6th 2012).

4.3.5 Students' Assessment

In the students' questionnaire item 6 students were asked to respond to whether they do tests frequently or not, whether tests are marked or not, and whether corrections are done or not. Table 4.7 summarizes the results.

The results show that, generally schools conducted tests among their respective students as per 66 per cent of respondents. The remaining 34 per cent of the respondents reported that tests were not done. However, 54 per cent of respondents reported that tests were not marked while 46 per cent were marked, and 70 per cent reported that corrections of tests were not done while only 30 per cent were done.

According to categories of performance, high performance schools did more tests as per 46 per cent of respondents, followed by medium (30 per cent) and finally low performance schools (24 per cent). Likewise, tests were more marked (52 per cent) and corrections were more made (53 per cent) in the high performance schools, followed by medium performance schools (26 per cent) marked and (34 per cent) corrections, and finally low performance schools whereby (22 percent) marked and (13 per cent) corrections done. These results demonstrate the effects of teachers who take responsibilities and those who do not.

During the informal interview with teachers they explained the reasons related to the situation of poor assessment of students as represented by one teacher from medium performance:

It is very difficulty (sic) to let students do many tests, which can be marked and do corrections in time before another tests comes, meanwhile there are very many students in a class and there is no class with less than 50 students. More often than not, classes have more than 70 students and therefore what we can do at our level best is to rely on mid term tests, terminal and annual examinations (Teacher from medium performance schools, March 1st 2012).

Table 4.7: Tests Done, Marked, Corrections Made or Not

School	Tests	Tests	Tests	Tests	Corrections	
Level	done(f)	not done (f)	marked (f)	not marked (f)	done (f)	not done (f)
	HIGH		PERFORMANCE		SCHOOLS	
Sch A	6(12)	0(0)	4(8)	2(4)	3(6)	3(6)
Sch B	6(12)	0(0)	5(10)	1(2)	3(6)	3(6)
Sch C	3(6)	2(4)	3(6)	2(4)	2(4)	3(6)
	MEDIUM		PERFORMANCE		SCHOOLS	
Sch D	4(8)	2(4)	2(4)	4(8)	2(4)	4(8)
Sch E	4(8)	1(2)	2(4)	3(6)	1(2)	4(8)
Sch F	2(4)	4(8)	2(4)	4(8)	2(4)	4(8)
	LOW		PERFORMANCE		SCHOOLS	
Sch G	1(2)	4(8)	0(0)	5(10)	0(0)	5(10)
Sch H	2(4)	3(6)	0(0)	5(10)	0(0)	5(10)
Sch I	5(10)	1(2)	5(10)	1(2)	2(4)	4(8)
Total	33(66)	17(34)	23(26)	27(54)	15(30)	35(70)

Source: Compiled by the researcher

Key: Brackets=Relative frequency

4.4 The Quantity and Quality of Resources Allocated to the Schools

The second specific objective of this study was to investigate the amount of financial resources allocated to the schools in relation to the enrolment, that is, per capita allocation. The aim of the question posed here was to find out the per capita financial allocation to the schools so as to gauge whether or not it were the same or different among the schools hence to gauge the influence of the financial resources to school outputs.

4.4.1 Amount of Financial Resources Allocated to Schools in Relation to Enrolments

In the questionnaires for Heads of schools item 9 required heads of schools to fill the table of students' enrolment by gender for the years 2008-2010. The aim of this information was to find out the trend of enrolment in these schools as time passed by and hence determine the per capita students' allocation for books, notes books, maps, globes, audio visuals, laboratory apparatus to mention a few, of the desired ideal situation. Table 4.8 information is for the year 2010 only as heads of schools didn't have records for 2008 and 2009. The information contained shows that capitation grant was disbursed according to the number of students enrolled in the secondary schools. According to Headmasters/mistresses explanation this amount was not sufficient to meet the requirements of a student and the per capita is less than the amount required, that is TSH 15,195/= instead of TSH 20,000/=

The officer at the regional level had said this during the interview when he was responding to item 6 of the interview schedule which required him to explain how funds were mobilized, allocated, tracked, and evaluated at the lower levels.

Financially, as the Regional Educational Officer (REO) I don't control funds allocated for education at the regional level or district level because the funds are controlled by the Regional Development Director (RDD). In this way I cannot ensure that all the funds allocated for education are solely used for educational purposes. The RDD may divert the money to other sectors such as agriculture, health and others to mention but a few, depending on the weight given to education in the region as compared to

other sectors (Officer at Regional Education Office, March 14th 2012).

Table 4.8: Students on Roll by Gender and Capitation Grant Disbursed per Capita per year 2010

School per- Level	Males	Females	Total	Capitation	Capitation capita
Sch A	680	620	1300	19,753,500.00	15,195.00
Sch B	614	613	1227	18,644,265.00	15,195.00
Sch C	620	600	1220	18,537,900.00	15,195.00
Sch D	595	488	1083	16,451,185.00	15,195.00
Sch E	712	518	1230	18,689,850.00	15,195.00
Sch F	615	505	1200	17,018,400.00	15,195.00
Sch G	555	565	1120	17,018,400.00	15,195.00
Sch H	670	520	1190	18,082,050.00	15,195.00
Sch I	410	350	750	11,548,200.00	15,195.00
Total	5471	4779	10,250	147,437,085.00	147,437,085.00

Source: Compiled by the researcher from Heads of schools

The officer at the council level had the same complaint during the interview, as he blamed the two ministries which are responsible for providing capitation funds. The officer at the PMO-RALG also complained about the insufficiency of the funds which they get from MOEVT in order to manage these schools.

The MOEVT receives the funds according to Government budget. The Ministry then disburses the money to us and we distribute the money to councils according to their budgets, but what happens in most cases is that the funds are not enough. What we do then is to advise the council and

schools to use the funds for most important things at the moment, for example for the capitation provided to schools this year 2012 must be used for purchasing of books (Officer at PMO-RALG, March 16th 2012).

During the interview with an officer at the MOEVT, the officer elaborated the issue of insufficiency of funds, which affects administration of education nation wise by using the example of the Financial Year 2004/05 and observed:

Funds/supports for the expansion were from three sources. Government 2004/05 provided TSh 42.0/- billion, World Bank TSh 53.8/- billion and the community TSh 9.0/- billion, in the form of funds and labour. However, the pledged contributions from all the three sources were not fully met. The actual amount provided was TSh 32.0/- billion, TSH 52.0/- billion and 1.0/- billion respectively which is less than what was expected and budgeted by TSh 49.8 billion. Communities and parents contribute to secondary education in terms of labour, uniforms, and stationary, fares to and from school (Officer from MOEVT, March 12th 2012).

Item 13 (a) of Heads questionnaire required respondents to show sources of finance and material goods; the results of which are shown on Table 4.9 of which the information show that, schools with high and medium performance collect more funds and material goods values from various sources than do the schools with low performance. Also generally, more funds are collected from school fees and parents than from other sources like donors and projects. School with projects collect more funds than others.

Results also show that there is a noticeable difference in the average of funds among categories of schools performance, whereby high performance schools have high averages of funds, followed by medium performance school, and low performance schools have low averages of funds.

Financial decentralization is among the important issues in the implementation of SEDP whereby it is anticipated in the document that enough funds are disbursed to schools but study findings show that it is in fact a paper work and not a reality. One headmaster of low performance school I had the following comment provided during the interview when responding to item 9 of the interview schedule on how well the schools are resourced financially.

The small amount of capitation grant funds provided by the Government through Municipal office is directed to specific uses. For example, this year the capitation is directed to purchasing books, so as the head of school I can't do anything else with the money for school development even if I see it of priority (Headmaster from low performance school I, March 28th 2012).

In the probe interview with teachers on the issue of fund raising projects available at their schools, which could bridge gaps of the students' per capita provided by the Ministry, and how they participate in decision making on school budget preparation, it was revealed that in two of the three high performing schools, teachers reported that they participate fully in the decision making on the preparation of school budgets though they don't play any role in projects as there are no such projects. In all other remaining schools, teachers are not involved in the preparation of school

budgets and have no roles as far as projects are concerned. The challenge is how to make such teachers in the respective schools participate fully in the preparation of school budgets. Only one teacher at school E out of 18 sampled teachers reported to participate in the school environmental maintenance project.

Table 4.9: Sources of Finance and Value of Material Goods for the Year 2009/10 in Millions of Tshs

School	Fees	Projects	Parents	Donors	Total	Average	Per capita
HIGH PERFORMANCE SCHOOLS							
Sch A	24	0	15	0	39	} = 37.7	12.6
Sch B	20	0	16	0	36	} = 37.7	12.6
Sch C	21	0	17	0	38	} = 37.7	12.6
MEDIUM PERFORMANCE SCHOOLS							
Sch D	21	0	10	0.2	31.2	} = 41.8	13.9
Sch E	25	30	10	0	65	} = 41.8	13.9
Sch F	18	0	11	0	29	} = 41.8	13.9
LOW PERFORMANCE SCHOOLS							
Sch G	15	0	10	0	25	} = 18.2	6.1
Sch H	10	0	6	0	16	} = 18.2	6.1
Sch I	12	0.1	1.5	0.0	13.6	} = 18.2	6.1
Total	166	30.1	96.5	0.2	292.8		97.7

Source: Compiled by the researcher

We collected the sum of Tsh 30,000,000/= for the project through students parents, who were asked to contribute Tsh 20,000/= each for the purpose. The aim of the project is to wall fence the school compound and plant trees as a long term plan of school to overcome the problem of students' indiscipline in terms of truancy, late coming to school, as well as to decorate the school by planting trees and flowers in order to make the environment attractive for studies (Teacher from medium performance school E, March 12th 2012).

The researcher observed the current fence condition of the school and found it was worse, (see Chapter Four, the observation schedule results summary).

WECs were interviewed to respond to the situation of allocation of financial resources to their schools from the MOEVT and PMO-RALG. All 6 WECs responded to being supplied with both financial resources. "Finances are provided by the higher level organs except that they are not always enough to meet the needs of the institution" (WEC from low performance school, March 12th 2012).

In the interview schedule for School Board members (Appendix 4) respondents were required to respond to item 11 which required them to explain if the Ward officials have other sources of income generation for running the schools apart from those provided by the higher levels of PMO-RALG and MOEVT.

Most Board members from all levels of performance explained that there was no other source of income generation apart from school fees and contributions made by parents of students and capitation grant provided by the MOEVT and PMO-RALG

levels. Parents who met at school H informed the researcher; “The school administration is not used to report to parents about the outcome of decisions that are made; so there has been no transparency in issues of finance to community members” (Parent from school B, March 2nd 2012).

Board members/parents were interviewed on the situation of finance contributed by the Central Government at their schools. All School Board members had similar views that finances situations are inadequate.

Financially schools are provided with inadequate capitation grants, and administratively schools are allocated teachers, who are inadequate. Very rarely higher officers meet with School Board members except the Council’s Education Officer” (School Board member from higher performance school A, March 6th 2012).

In the parents questionnaire item 8 required parents to respond to whether or not they are informed of types of resources granted and assisted, by the different levels of hierarchies of the council, region and the two ministries of MOEVT and the PMO-RALG as reported in Table 4.10.

The results show that School Boards from high and medium performance categories announced to parents the assistance provided by the council, while there were no assistances from any high level of hierarchy announced to parents by School Board members of schools in low performance category, hence lack of transparency.

4.4.2 Availability and Quality of Study Materials

Concerning the availability and quality of study materials, human resources and physical infrastructure and their quality, the study investigated on how well the schools were resourced in terms of study materials, human resources and physical infrastructure and their aesthetics. The study materials which were investigated in the sampled schools included both those provided by the school such as text books, reference books, audiovisuals, maps laboratory apparatuses, chemicals, televisions and atlases, and those owned by students themselves like exercise books and note books, writing materials such as pens and pencils.

Table 4.10: Responses of Parents on Assistance Announced to Them by School Boards That Were Provided by Different Levels of Hierarchies

School level	Assistance provided	Assistance provider
HIGH PERFORMANCE SCHOOLS		
Sch A	Electricity and toilet construction	Council
Sch B	Electricity, office tables and chairs	Council
Sch C	Electricity	Council
MEDIUM PERFORMANCE SCHOOLS		
Sch D	Electricity and fans	Council
Sch E	Electricity, Laboratory tables	Council
Sch F	No information on assistance provided to schools	
LOW PERFORMANCE SCHOOLS		
Sch G	Toilets construction	Council
Sch H	No information on assistance provided to schools	None
Sch I	No information on assistance provided to schools	None

Source: Compiled by researcher (March 6th 2012)

In order to obtain information on this important matter in the sample schools, teachers were asked to indicate in their questionnaires item 10 the availability of learning materials like books, maps, audio visuals, televisions, atlases, and chemicals, to students. The responses were rated in the Table 4.11. Results show that in terms of study materials books availability in most schools were rated average by 39 per cent of the respondents, 39 per cent of respondents rated high, while 22 per cent of respondents rated them low.

Category wise, books were rated high in the high performing schools, average in the medium performing schools and low in the poorly performing schools. Maps were rated low by 94 per cent of respondents in all school performance categories; Audio visuals were 100 per cent rated low by respondents, while televisions were rated very low by all respondents in all schools.

Table 4.11 results show that, Atlases were rated low by 88 per cent of the respondents in the medium and low performance schools and average by 12 per cent in the high performing schools; Chemicals were rated low by 44 per cent of the respondents, average by 44 per cent of respondents and high by 22 per cent of the respondents; Laboratory apparatus were rated low by 67 per cent of the respondents and average by 33 per cent of the respondents.

In the same item 10 of the teachers' questionnaire respondents were required to provide reasons for the then situation of availability of study materials at their respective schools. All 18 teachers reported that the funds provided by the PMO-RALG were not adequate to purchase all the necessary study materials.

One second mistress at school I remarked during conversation in response to a question about the sufficiency of books at the school:

Well, compared to past years especially in 2010 when all academic conditions were worse, currently the situation is not very bad, at least one book can be shared by 7 to 10 students, and it is the plan of the Ministry that through capitation provided to schools till the year 2015 every student will be having his/her book (Second mistress from one of the high performance school A, March 5th 2012).

The same such remarks were given by one Ward Education Coordinators during interview as the officer remarked when answering item 6 of the interview schedule for higher level officers: “Students’ performances were very poor during the years when the schools were newly established because schools lacked facilities like books as well as lack of experienced teachers appointed to lead schools” (Ward Education Coordinator from low performance school I, March 29th 2012).

Students were required to show by ticking the options to indicate the ownership of learning materials, and their responses were as shown in Table 4.12 which shows that most students 78 per cent of respondents who returned the questionnaires have learning materials which are provided by their parents while 22 per cent have few learning materials because their parents as well as schools don’t provide them. One officer at the MOEVT, who supervises SEDP commented during the interview that:

One of the objectives of ETP is to ensure that the schools are supplied with the teaching and learning materials and the Government through the ministries of

MOEVT and PMO-RALG is doing so by providing capitation funds, but as you know the SEDP covers the whole country and the funds we receive as grants from donors is limited and in fact cannot satisfy all schools in the country at once (An official from MOEVT, March 12th 2012).

The factors which were responsible for the poor performance of students in ward secondary schools revealed here were inadequate teaching and learning materials as per Tables 4.11 and 4.12.

Table 4.11: Availability of Study Materials at the School levels

School Level	Books	A/V	T/V	Atlases	Chem.	Lb/AP	Maps
	H A L V	H A L V	H A L V	H A L V	H A L V	H A L V	H A L V
HIGH PERFORMANCE SCHOOLS							
Sch A	2 0 0 0	0 0 2 0	0 0 0 2	0 0 2 0	0 2 0 0	0 2 0 0	0 0 2 0
Sch B	2 0 0 0	0 0 2 0	0 0 0 2	0 0 2 0	2 0 0 0	0 0 2 0	0 0 2 0
Sch C	2 0 0 0	0 0 2 0	0 0 0 2	0 0 2 0	0 2 0 0	0 0 2 0	1 0 1 0
MEDIUM PERFORMANCE SCHOOLS							
Sch D	0 2 0 0	0 0 2 0	0 0 0 2	0 0 2 0	0 2 0 0	0 2 0 0	0 0 2 0
Sch E	1 1 0 0	0 0 2 0	0 0 0 2	0 2 0 0	0 2 0 0	0 2 0 0	0 0 2 0
Sch F	0 2 0 0	0 0 2 0	0 0 0 2	0 0 2 0	0 0 2 0	0 0 2 0	0 0 2 0
LOW PERFORMANCE SCHOOLS							
Sch G	0 0 2 0	0 0 2 0	0 0 0 2	0 0 2 0	0 0 2 0	0 0 2 0	0 0 2 0
Sch H	0 0 2 0	0 0 2 0	0 0 0 2	0 0 2 0	0 0 2 0	0 0 2 0	0 0 2 0
Sch I	0 2 0 0	0 0 2 0	0 0 0 2	0 0 2 0	0 0 2 0	0 0 2 0	0 0 2 0

Source: Compiled by researcher

Key: High A=Average L=Low V=Very low

Table 4.12: Students' Ownership of Learning Materials

School	Own (f)	Provider %	Don't own (f)	Reason	%	
HIGH PERFORMANCE SCHOOLS						
Sch A	6	Parents	12	0	0	
Sch B	6	Parents	12	0	0	
Sch C	2	Parents	4	4	School does not provide/have few	8
MEDIUM PERFORMANCE SCHOOLS						
Sch D	2	Parents	4	3	School does not provide/have few	6
Sch E	5	Parents	10	0		0
Sch F	3	Parents	6	3	School does not provide/have few	6
LOW PERFORMANCE SCHOOLS						
Sch G	5	Parent	10	0		0
Sch H	5	Parent	10	0		0
Sch I	5	Parent	10	1	School does not provide/have few	2
Total	39		78%	11		22%

Source: Compiled by researcher

Key: f= Absolute frequency, %= Relative frequency

4.4.3 Quantity and Quality of Physical Infrastructure

This information was intended to expose the availability, condition/quality and adequacy of various physical infrastructures at each school. Responses were obtained by broad sweep observations. Except for classroom buildings, many physical infrastructures were poor (see broad sweep observations schedule). One critical issue observed to be very poor in all schools was the absence of laboratories among all secondary schools in the study. One Headmistress observed:

Many students would have loved to pursue science subjects but the small laboratory that we have is a limiting factor. The school has only one small laboratory that can accommodate 35 students only while there are 60 students pursuing science subjects in form four leave alone form one, two and three (Headmistress from school E, one of the medium performance schools, March 2nd 2012).

4.5 Quality of Leadership, and Empowerment at Various Hierarchical Levels, Especially at the School Level

Objective three sought to investigate the quality, and empowerment of education stakeholders and leadership at various hierarchical levels including the results in terms of quality of outputs and outcomes.

4.5.1 Higher Level Officers at the MOEVT, PMO-RALG, Regional and Council

The information on the qualification of higher officers was obtained through interview probe questions which show that, all four higher level officers were holding Master degrees in Education. Also, they were empowered by attending various seminars, and trained for capacity building to enable them to perform their duties.

4.5.2 Heads of Sample Schools

In the questionnaire for heads of schools items 1-6 required them to respond to their own particulars. Table 4.13 shows the summary of their responses. Table 4.13 shows that 89 per cent of heads of schools are Diploma holders, while 11 per cent are first degree holders (the Second master). A 100 per cent of heads of schools are

long experienced teachers with a minimum of 8 years and maximum teaching experience of 20 years. The head at school I had 10 years of experience but only one year of headship and had just started the headship.

During the interview responding to the question why the school performance was poor, the head responded:

I was teaching in other schools and it was last year, 2011, that I was appointed head of this school. When I came here the situation was very poor, as there were very few teachers; 9 of them, who were teaching the whole school. The headmaster, who is now demoted and transferred to another school, had hard time because the school performance was very poor as you have observed and he had not been taking any measures (The headmaster from low performance school I [2012 March 23rd]).

The responses also show that 67 per cent of heads of schools are females, while 33 per cent are males. Therefore it was found that, there was unequal allocation of staff by the ministries concerned as per gender.

The ability of schools leadership by gender is not worth any analysis because findings show that all three heads of high performing schools as well as two of the medium performing schools were females, while two of heads of low performing schools were males. The issue in this case does not hinge on gender but rather on individual attributes and sense of commitment in running the school. Both gender and attributes matter.

The female heads of schools, which performed better, were very much committed to their responsibilities as the researcher observed this situation during field work. Most of time the researcher found the heads at schools doing office work or in the school compounds doing some other school activities like conducting staff meetings, making flower beds, while male teachers of the low and some medium performing schools were hardly found in their respective schools.

Things were quite worse at school H when the researcher was on the way to visit the school for the first time the researcher met one parent in the neighbourhood of the school who commented in an attempt to answer the question whether the head of school was at school or not:

I don't think that you will find him at school, he is used to come late and goes out early, if you want to find him give him a call he may tell you to meet him at a certain bar. He gets to school late and drunk. There is nothing developmental taking place in the school. Students are much undisciplined, and last year 2011 police force was called in to settle disputes between teachers and students (Parent at school H, April 2nd 2012).

4.5.3 Ward Education Coordinators

Qualification of Ward Education Officers was obtained by responding to items 1-6 of their interview schedule. Table 4.14 shows the responses for those WECs who responded. The findings show that, most WECs were Grade A professional teachers of primary schools with long experience of both teaching and coordinating education. The WECs were appointed to coordinate and supervise primary schools at that time before SEDP.

Table 4.13: Qualifications of Heads of Sample Secondary Schools

	Gender		Qualifications		Teaching	Duration of headship(Years)	
School	Males	Females	Diploma	Degree	experience (Years)	current school/	other schools
HIGH PERFORMANCE SCHOOLS							
Sch A	0	1	1	0	12	8	2
Sch B	0	1	1	0	20	6	0
Sch C	0	1	1	0	8	5	0
MEDIUM PERFORMANCE SCHOOLS							
Sch D	1	0	0	1	20	4	6
Sch E	0	1	1	0	18	1	3
Sch F	0	1	1	0	15	3	0
LOW PERFORMANCE SCHOOLS							
Sch G	0	1	1	0	18	4	0
Sch H	1	0	1	0	16	4	0
Sch I	1	0	1	0	10	1	0
Total	3(33%)	6(67%)	8(89%)	1 (11%)			

Source: Compiled by the researcher

The same post automatically assumed the coordination of education issues pertaining to secondary education and in particular the SEDP implementation in the specific areas of jurisdiction without any assessment of their effectiveness at secondary school levels.

4.5.4 School Management Teams

According to SEDP document the School Management Team comprises Heads of schools, assistant heads of schools, discipline masters/mistresses, sports and cultural

affairs master and school accountant. Through probing questions during the interview with heads of schools the information on the highest level of education attained by the members of School Management Team was obtained.

Table 4.14: Qualification of Ward Education Coordinators (WECs)

			Highest level of education		Teaching experience	Duration of officer ship current ward / other wards		
School	Ward	Female	Male	Grade A	Diploma	(Years)	(Years)	(Years)
HIGH PERFORMANCE								
Sch A	A	1	0	1	0	18	8	4
Sch B	B	1	0	1	0	10	8	3
MEDIUM PERFORMANCE								
Sch D	D	1	0	1	0	12	5	0
Sch E	E	1	0	1	0	17	5	0
LOW PERFORMANCE								
Sch H	H	0	1	0	1	10	10	4
Sch I	I	0	1	1	0	17	07	0
4(67%) 2(33%) 5 (83%) 1(17%)								

Source: Compiled by researcher

Appendix 9 shows that schools A, B, C, D, and E had school management teams but not trained while schools F, G, H, and I did not have school management teams. The common reason provided by the heads of the schools which did not have school management teams was that:

Our school is newly established compared to our counterparts and that we were appointed to hold the posts for hardly more than two years ago

and the number of teachers were not sufficient enough to form school management teams. However I do agreed that in order to run school properly there is need for teamwork management even with half of the members rather than to wait until we have full members (Secondmistress from low performance category, February 28th 2012).

4.5.5 Schools Board Members

Information on qualification of School Board members was obtained from the heads questionnaire item 12 (a) and School Board members interview schedule item 3 in which they were required to show highest level of education of School Board members. Table 4.15 results show that all the sample secondary schools had school boards but the number of School Board members differed from one school to another and they were of varied qualifications. The highest level of School Board members was degree and the lowest level was primary education. The School Board members had a good mix of gender. The functions of school boards are well articulated in the SEDP document (URT, 2004).

Heads of schools were required to explain how the Board members were obtained, the answers were common that board members were appointed by the Regional Education Officer after being nominated by heads of schools following the Education Act No. 25 of 1978 and its amendment No. 10 of 1995 (URT, 1978).

The researcher found through probe questions that only one of the School Board members had his capacity built by being trained. This study found that there were no School Board members in all school categories who were elected by the community

members other than one teacher who is selected by school teachers and workers. This is an indication of lack of participation of community members in decision making at lower levels hence a weakness in the devolution process.

Table 4.15: Qualifications of Schools' Board Members

School	Pr.		O-L		A-L		Cert.		Dip.		Degree		Urw		Total	Grand
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
HIGH PERFORMANCE SCHOOLS																
Sch A	0	1	1	1	0	0	0	0	2	1	1	2	0	0	4	5 = 9
Sch B	0	0	0	1	1	1	3	2	1	3	0	0	0	0	5	7 = 12
Sch C	0	1	1	1	0	1	0	0	2	2	1	0	0	0	4	5 = 9
MEDIUM PERFORMANCE SCHOOLS																
Sch D	0	0	1	0	0	0	0	2	3	2	3	2	0	0	7	6 = 13
Sch E	0	0	2	2	1	2	0	0	0	1	0	1	0	0	3	6 = 9
Sch F	0	0	0	1	2	2	1	2	0	0	0	0	0	0	3	5 = 8
LOW PERFORMANCE SCHOOLS																
Sch G	0	0	2	1	1	1	1	0	1	3	0	0	0	0	5	5 = 10
Sch H	0	2	1	1	0	1	2	1	0	0	0	0	0	0	3	5 = 8
Sch I	0	0	2	2	0	0	2	3	0	0	0	0	0	0	4	5 = 9
Total	0	4	10	10	5	8	9	10	9	12	5	5	0	0	38	49 = 87

Source: Compiled by researcher

Key: SC=School F=Female M=Male Pr.=Primary Education

4.6 Management

Management of education under decentralization is shared between the two ministries: the MOEVT and PMO-RALG. This study investigated how management

of education by devolution was implemented and what problems were experienced in the due course.

4.6.1 Management of the Implementation of Education Decentralization by Devolution Under SEDP

When asked whether there were any conflicts or not in the management of education between the two ministries, the officer at the MOEVT office remarked:

Each ministry had its clear responsibilities and functions and seldom there arose any interference of functions. The division of functions between the MOEVT and PMO-RALG works satisfactorily and there are no serious problems or matters involved in their relationship (Official from the MOEVT, March 12th 2012).

The PMO-RALG officer during the interview and when responding to item 2 of the interview schedule for higher officers which required the officer to explain the relationship between his/her office and that of the MOEVT counterpart, and who does what and how as well as the mechanisms of monitoring officials at lower levels reported that there have been moments whereby overlaps of MOEVT/PMO-RALG functions as elaborated below:

Difference in views in instruction provided by higher to lower levels. For example, the view of the PMO-RALG is that the District Education Officer is not properly integrated into the District Council as he receives his instructions from MOEVT and not from the District Council Director, who reports to PMO-RALG. Its consequences are that the

Director becomes unable to intervene directly the anomalies or concerns arising from the work of the DEO/MEO.

Contradictions in the implementation of Government circulars. For example, the Government Staff Circular No.1 of 1998 made it clear that sector ministries should communicate with regional secretariats and District Councils only via PMO-RALG but in practice MOEVT feels that it is free (without following the identified channels) to communicate direct with District Councils whenever necessary.

Breach of joint responsibilities between the two Ministries. For example while BEDC should be a joint responsibility between the two ministries, MOEVC tends to take the lead role. Also, the Permanent Secretary of PMO-RALG is co-chair of BEDC but in practice meetings of BEDC and other committees are often arranged at short notice and may clash with other meetings with other government departments (Officer at PMO-RALG, March 16th 2012).

There is Central Government domination in the decentralization process at lower level. The officer at the Council level had the following remark when he/she was responding to the same item and why the Central Government seems to dominate the process.

In the management and planning of devolution process (bottom-up vs. top-down), the school is the lowest and the initial planning unit. Each

school is required to prepare its own education development plan. The next planning unit is at the Ward level. The Ward Education development plan should be a synthesis of school development plans in that ward. The district is the next planning unit.

The District Education Development Plan should synthesize all Ward Education Development Plans into the district. The bottom-up hierarchical planning process continues to the national level but in line with National guidelines aimed to match grassroots development with National interests. You know, caution should be taken that sometimes and in some cases top down planning will be required in order to address a national issue such as a crisis, disaster or epidemic etc (Officer at the Council, March 19th 2012).

4.6.2 Problems Experienced During Implementation of the Devolution Process

This study investigated issues of accountability, local level fiscal decentralization autonomy and local level management problems.

Accountability; in the interview schedule for higher officers at the various levels item 1 required them to respond to difficulties/problems that they have experienced in implementing responsibilities/functions in the whole process of educational decentralization. During the interview with the higher officer at the regional level he/she observed:

Accountability may become potentially disgraced by corruption by interest groups, because the allocation of responsibilities may favour

local privileged minority if they set apart for themselves the benefits of the local public good. When the Central Government provides funds that sustains the school system the privileged minority become the intermediaries between the source of the funding and the users, which gives them leverage over the use of the funds including appropriating part of the resources. The final result may be a diminished share of what was supposed to reach the final users; for example, tendencies of corruption during the procurement of books (An officer at the regional education office, March 14th 2012).

When the researcher asked the officer what then do you or your office do in order to eradicate such corruption tendencies, the officer regretted:

It is a long chain of process and involvement and worse still the internal audit results show clean reports. Also even if sound accountability is guaranteed, local community members face another difficulty, since they may not have the experience or skills to manage the resources appropriately providing consequently an inefficient accountability of public goods. The stakeholders at the local level are not empowered in terms of experience or skills (Officer at the Regional level, March 14th 2012).

Fiscal decentralization autonomy to local levels; Although decentralization is considered the most important element of the reform of the education system undertaken by Tanzania under SEDP the design adopted by this country has been deemed to be ineffective to reap the benefits expected from such reform. The

transfer of administrative responsibilities did not include the corresponding transfer of fiscal autonomy as well. One officer in the higher level in the Ministry of PMO-RALG had an observation during the interview that:

Tanzania is a country where around 90 per cent of the tax revenue is collected by the central Government, later partially shares it with the Regions and Local Governments. The financial resources necessary to pay for the school system is entirely provided for by the Centralized Government with funds that are tightly earmarked by the Parliament thereby limiting the Local Government autonomy to allocate the resources where they were considered to be more needed. The allocation of these grants among the Local Governments was characterized by bilateral negotiation between the Local Governments themselves and the Central Government organ the MOEVT (An officer at the PMO-RALG, March 16th 2012).

Local level management problems; in the interview schedule for Ward Education Coordinators, item 18 required them to reveal briefly challenges they faced during the supervision of the implementation of the policy of educational decentralization in their wards. Table 4.16 shows responses recorded from WECs of wards D, E, H and I.

4.7 Empowerment

Item 12 of teachers' questionnaires required them to respond to status of training of stakeholders so that they are empowered to implement the devolution process. The information in Table 4.17 shows that the status of training and empowerment of leadership is low, most respondents 56 per cent have responded to the option of don't know. On the other hand 28 per cent of teachers reported that their heads of

schools were trained to be empowered in the implementation of the policy, these come from the well performing schools A, B C, D and E, while only 16 per cent of respondents showed that one teacher, one WEC, and one Board member were trained.

Table 4.16: Problems Facing WECs in the Implementation of SEDP

Ward	Response
D	Receiving many students from outside the ward catchment's area; lack of qualified teachers deployed by the Government.
E	Conflicts with neighborhoods citizens because of lack of school boundary damacations; truancy due to lack of school fence; poor students' discipline; parents' failure to pay school fees.
H	Students' indiscipline; teachers' absenteeism because they don't reside nearby; people crossing the school compound area because of lack of school fence.
I	Lack of strong cooperation from stakeholders (parents, community members and even ministries; lack of students accommodation like school hostel because students come from very far areas in the city.

Source: Compiled by the researcher (April 4th 20120

In the interview schedule for higher officer item 4 required them to respond to the way in which they provide and coordinate in-service training for the officers at lower levels including teachers, and the way they monitor them to ensure proper execution of their duties. One officer at the Council Level commented:

Councils have undertaken training programmes for School Boards on management of funds and running of schools. Tailor made modules were provided to heads of schools on keeping books of accounts (elementary). These programmes were managed by special teams acting as training of trainers (Officer from the Council level, March 20th 2012).

This comment is contradictory to the field data shown in Table 4.17 in which only one respondent knew that Board members were trained; this indicates that the respondents were not aware of the existence of training arrangement of various stakeholders. However, the training took place years later after the commencement of the programme implying that these stakeholders were performing their duties on the basis of trial and error because they had not been capacity built before.

4.8 Advantages of Devolution

Concerning identification of the advantages of the policy of devolution of the administration and management of education to the school level; a question was asked regarding the extent to which advantages of devolution were realized or not and why.

Item 9 of teachers' questionnaire respondents were required to respond to options of advantages which were mostly being realized at their schools. The response codes were ranked in descending order positions according to absolute frequencies and relative frequencies as shown in Table 4.18. The results show that the top five chosen options were option III (decentralization facilitates the possibility of community members to participate in supervision of education provision) was the most popular 21.2 per cent, option II (it helps the Government at the local levels to supervise the process of education provision more effectively) 23.1 per cent; option I (it leads to students' higher performance) 17.3 per cent; option VI (it allows heads of schools to collect funds from donors) 13.5 per cent; and option V (it allows heads of schools to collect funds from students' parents paid as fees and contributions) 7.7

per cent, while option VII (decentralization regards teachers as important stakeholders in the implementation of the policy) was the least chosen 3.7 per cent.

Item 11 of school heads questionnaire required them to respond to the function of decentralization of administration and management of education of community secondary schools if well implemented by choosing options that they experience most in facilitating school performance.

Table 4.17: Status of Capacity Building at the School Level for Effective Devolution

School	School stakeholders							Total (f)
	Heads	Teachers	Board Member	WECs	All	None	Don't know	
	(f)	(f)	(f)	(f)	(f)	(f)	(f)	
HIGH PERFORMANCE SCHOOLS								
Sch A	1	0	1	0	0	0	0	2
Sch B	1	1	0	0	0	0	0	2
Sch C	1	0	0	1	0	0	0	2
MEDIUM PERFORMANCE SCHOOLS								
Sch D	1	0	0	0	0	0	1	2
Sch E	1	0	0	0	0	0	1	2
Sch F	0	0	0	0	0	0	2	2
LOW PERFORMANCE SCHOOLS								
Sch G	0	0	0	0	0	0	2	2
Sch H	0	0	0	0	0	0	2	2
Sch I	0	0	0	0	0	0	2	2
Total	5(28%)	1(5.5%)	1(5.5%)	1(5.5%)	0	0	10(56%)	18(100%)

Source: Compiled by the Researcher **Key:** f= Absolute frequency

Responses are rank ordered as shown in the table 4.18 from which the top two functions are administrative functions, the third is curriculum outcome and the rest are fiscal devolution.

Table 4.18: Teachers' Perceived Advantages of Devolution of the Administration and Management of Public Community Secondary Schools

Rank order	Advantage	Absolute frequency	Relative frequency
1.	Facilitates community members' supervision of education.	14	26.9
2	Facilitates Local Government to effectively supervise educational provision.	12	23.1
3.	Leads to high students' performance.	9	17.3
4.	Enables heads of schools to effectively control resources from the Government	7	13.5
5.	Facilitates heads of schools collection of fess and contributions	4	7.7
6.	Facilitates heads of schools collection of internal donors and external donations.	4	7.7
7.	Respect teachers as important implementers of the policy.	2	3.7
Total		52	100.0

Source: Compiled by the researcher

Table 4.19: Achievements of Devolution of the Administration and Management of Public Community Schools

Rank Order	Activity	Response	
		Absolute (f)	Relative (f) (%)
1	Enables Government to supervise the process of education provision.	9	18
1	Facilitates community members' participation in supervising educational provision.	9	18
2	Leads to students' high performance.	8	16
3	Enables heads of schools to access resources from external donors.	6	12
4	Enables heads of schools to collect fees.	5	10
5	Enables heads of schools to access resources from local donors.	5	10
6	Enables heads of schools to access resources from various levels of administrative hierarchy.	4	8
7	Enables heads of schools to access resources from National donors.	4	8
Total		50	100

Source: Compiled by the researcher

Key: (f) means frequency

The results on Table 4.19 show that, the top rank order is shared by two achievements as per 18 per cent of the respondents. These achievements are Government's ability to supervise educational provision, and facilitation of the community members' supervision of educational provision. Second rank order was the option chosen by 16 per cent of the respondents that the policy implementation leads to high students' performance. The rest of the options were those whose respondents focus on fiscal devolution whereby, 12 per cent of respondents perceived the devolution of administration and management of Community

Secondary Schools enabling heads of schools to access resources from external donors. 10 per cent of respondents discerning the devolution policy as enabling heads of schools to collect resources from students' parents and another 10 per cent of respondents discerning devolution as enabling heads of schools to access resources from local donors. The last two rank orders were perceived by 8 per cent of respondents each, that the policy implementation enabled heads of schools to access funds from higher levels of the administrative hierarchies of education and national donors respectively.

4.9 Community Support to Secondary Schools

The fourth specific objective of the study was to investigate what community support is provided to the Ward secondary schools. The idea was to find out the roles and support provided by community members to their Ward secondary schools under the decentralization processes.

Item 8 of the teacher questionnaires required teachers to respond to their duties and responsibilities in their respective schools and, because the question was open ended, most teachers responded in terms of pedagogical facilitation as mere class teachers involved in teaching activities only when they were in the school compounds. Some were involved in school management teams and representatives in School Boards. Teachers reported during the informal interview that community members' contribution to school was towards the infrastructure in terms of money, which they contributed to be used for paying "fundis". This fact was supported by School Board members whereby in one of the low performance schools one Board member said:

Community members' contribution in most of the schools is through

funds contributed by each parent, who has a child in the school. For example, in our school, every parent contributes Tsh. 2,000/=, this is apart from the school fees, and it is a decision reached during the parents' meetings (A school Board member from low performance school April 3rd 2012).

The head prefects who were interviewed on the same issue had common explanations as represented by one of them from high performance schools:

Except for the school fees which is 20,000/= per year paid by our parents/guardians, participation in decision making through representatives (prefects), and cleanliness of school surroundings, students don't participate in any other physical activity as their contribution in the process of school based management (Head prefect from high performance school C, February 29th 2012).

4.10 The Performance of Schools Over a Period of Two Years

An attempt was made to evaluate the school performance in terms of examination results of CSEE in 2009 and 2010 and other parameters under observations. For academic performance the results were obtained from the National Examination Council of Tanzania and are as shown in Appendix 8 of this dissertation the summary of which are in Tables 4.20 and 4.21.

The results show that students, who passed at the level of Division I-IV, were 37.3 per cent, which is less than fifty per cent of all students, who sat for the 2010 examination in the municipality, while students, who got Division O, were 62.7 per

cent which is more than fifty per cent of all students. This implies that the general performance of the students was very poor. Division IV which comprises 30.1 per cent of the total candidates were marginal passes next only to failure.

Table 4.20: The Achievement Levels of all 33 Temeke Municipal's Ward Secondary Schools in 2010

Division	Number of students	Percentage %	Passed/failed (I-IV) %
I	36	0.7	36 0.7
II	106	1.9	106 1.9
III	253	4.6	253 4.6
IV	1653	30.1	1653 30.1
Failure	3440	62.7	3440 62.7
Total	5488	100.0	5488 (100%)

Source: Extracted from NECTA, 2010

Putting into consideration the performance of students in the selected schools, which were rank ordered as high, medium and low performers; it shows that the performance was poor in terms of divisions scored by majority of students. Good performance in academic programmes covers division I to III which represents 7.2 per cent. Division IV which is marginal pass represents 30.1 per cent, while division O which is failure represents 62.7 per cent.

Table 4.21 results show that, overall performance of the schools was very poor whereby students, who scored Division I were 1 per cent, Division II are 1.7 per cent, Division III were 5 per cent and division IV were 30.1 per cent. Thus students who passed Division I to IV were 39 per cent while those who failed were 61 per cent out of 1412 or 100 per cent of students who sat for CSEE in 2010. The sample results of 7.7 per cent of divisions 1 to 3 mimic the whole population of Temeke.

The overall academic performance of the students within the Municipality was therefore not satisfactory, showing a preponderance of low performing ratings. Performance has been especially unsatisfactory in all of the nine secondary schools despite their rank order of top three (higher performance) middle three (average performance) and bottom three (low performance). This performance is attributed by a combination of factors revealed above which have caused devolution's failure to bare fruits.

**Table 4.21: Performance of Students in the Sampled Ward Secondary Schools
By Categories**

School	Divisions and percentages attained												
categories	I	%	II	%	III	%	IV	%	Passed	%	Failed	%	Total
HIGH PERFORMANCE SCHOOLS													
Sch A	7	5	11	7	20	13	63	41	101	66	51	34	152
Sch B	4	2	11	6	20	11	61	34	96	54	82	46	178
Sch C	3	2	2	1	16	10	73	48	94	61	60	39	154
MEDIUM PERFORMANCE SCHOOLS													
Sch D	0	0	0	0	6	3	67	34	73	37	122	63	195
Sch E	0	0	1	0.4	9	4	77	30	87	34.4	166	65.6	253
Sch F	0	0	0	0	5	5	24	26	29	31	63	69	92
LOW PERFORMANCE SCHOOLS													
Sch G	0	0	0	0	0	0	29	21	29	21	107	79	136
Sch H	0	0	0	0	0	0	28	20	28	20	112	80	140
Sch I	0	0	0	0	0	0	19	16	19	16	97	84	116

Source: Extracted from NECTA CSEE Results 2010

Item 11 of teachers' questionnaire required them to respond to two factors that strongly influence schools to perform well, the results are tabulated in Table 4.22. The results in Table 4.22 show that good leadership was the strongest factor 32 per cent, followed by knowledge and commitment of teachers 28 per cent, adequate resources 23 per cent and motivated students 17 per cent. The information shows that good effects are associated with responsible leadership while poor effects are associated with irresponsible leadership.

Table 4.22: Factors Influencing School Performance

Factors	Sch A	Sch B	Sch C	Sch D	Sch E	Sch F	Sch G	Sch H	Sch I	Total	%
-Knowledgeable and committed teachers	2	2	0	1	0	1	2	2	0	10	28
-Time On task	0	0	0	0	0	0	0	0	0	0	0
-Motivated students	0	0	2	0	1	2	1	0	0	6	17
-Good leadership	0	0	2	2	2	0	1	2	2	11	32
-Adequate resources	2	2	0	1	1	1	0	0	1	8	23
Total (f)	4	4	4	4	4	4	4	4	3	35	100

Source: Compiled by the researcher

Key: f= Absolute frequency

4.11 School Performance Other than O-Level Examination Results, According to Broad Sweep Observations

In order to identify other attributes of school performance such as, discipline, skills, capacity to think critically, and others, the researcher observed issues that are likely to affect school performances either positively or negatively, the results of which are summarized in Table 4.23 depicted in page 111. The themes shown in the results summary imply the following performances.

Discipline and behaviour of students: In all three high performing schools and one medium performing school students showed relatively good behaviour and respect to teachers, guests and other people they met. At school A and B students wore uniforms which had labels to distinguish classes. On the other hand, students in the rest of schools showed bad discipline in terms of behaviour and respect. They dressed very improperly and were irrespectful. They used bad language to any one in contact; they were seen playing along the roads, in the bushes, and at the beach. Boys were seen harassing girls by pushing them while riding bicycles and others pulling them into the bushes. Most of students did not have school bags and they placed their exercise books in the pockets of school uniforms.

Discipline and behaviour of teachers: Teachers at schools A, B, C, D and E, showed good conduct and were respectful. In contrast, teachers at schools F, G, H and I showed questionable characteristics that one would not believe that they learned teaching ethics.

The problem of truancy: Except for school B which was fenced by a brick wall, the rest of the secondary schools lacked fence. This shortcoming exacerbated the

tendency for truancy because it was very difficult for school administration to control it while the school premises were open.

Intensity of teaching/learning: All of the low performing schools G, H and I, and one medium performing school F did not follow school time table. Teachers and students used to come late and the morning classes were not fully taught. In some cases, students were not taught even a single period in a day. A lot of movements and shouting were noticed during times when students ought to be in class studying.

Utilities: Except for the high and medium performing schools where some utilities such as electricity, water, library and laboratory were found, the other schools had none of them. Students were neither seen reading books during private study periods nor doing science practical during science subjects periods.

Generally, the observed attributes contributed much in the poor performance of Ward Community Secondary Schools particularly to some of the medium and all of the low performing schools.

Table 4.23: Broad Sweep Observation Summary

Characteristics Observed	Remarks and Description								
	High Performance schools			Medium Performance schools			Low Performance schools		
	A	B	C	D	E	F	G	H	I
1. Students' discipline and behaviour.	Good.	Very good, respectful, disciplined.	Good.	Good.	Bad manners, smoking.	Poor, use of bad language.	Very poor, scattered at the beach.	Poor, lack of respect, abuse girls.	Very poor. lack of respect
2. Teachers' discipline and behaviour.	Good conduct.	Good conduct.	Good manners.	Good	Good	Bad manners.	Good.	Use of street language.	Fair
3. Fencing (For control of truancy).	None.	Fenced by brick wall.	None.	None.	None.	None.	None.	None.	None.
4. Degree of Intensive Teaching/Learning.	According to time table. Form Two and Four were Retained for remedial.	According to time table. Form Two and Four were retained for remedial.	Classes continued, but were some movements.	According to time table.	According to time table.	No classes in the morning. Teachers and students were late.	Students scattered around school campus.	No classes were conducted the whole day.	Some classes had no teachers.
5. Utilities such as:									
Electricity	Available	Available	Available	Available	None	None	None	None	None
Water	Available	Available	Available	Available	None	None	None	None	None
Health	First aid	First aid	First aid	First aid	First aid	First aid	First aid	First aid	First aid
6. Laboratory and equipment.	One room, few equipment, no technician.	One room, few equipment, no technician	One room, few equipment.	One room, few equipment.	Few equipment, use of demonstration benches				
7. Library	One room	None	None	None	None	None	None	None	None

Source: Compiled by the researcher (2012)

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This chapter constitutes the discussions of the major findings obtained from the field through research tools employed during the investigation. The discussions are guided by the study objectives, research questions and the assumptions of functions of education decentralization. The discussions thus illuminate the reality of what take place at the various levels of the administrative hierarchy which are responsible for decision making and implementation of the devolution of educational administration and management of Community Schools. Also, factors which cause different levels of academic performance in the community secondary schools in the designated municipality are revealed and related to theoretical stances and previous empirical findings that were presented in the reviewed literature.

5.2 Teachers' Qualifications, Their Adequacy and Subject Specialization

There is shortage of teachers particularly for science subjects. Teachers will need to be at the heart of this decentralization, and therefore must be meaningfully involved from the beginning and thereafter. Poorly performing students in secondary schools in such vital subjects as Science and Mathematics represent a huge loss for the individuals as well as for the society. Sumra et al, (2009) argue:

Poor performing students in Science and Mathematics affect the possibility for students to move on to higher education. It also hampers the ability of the Government to reach strategic development goals; not just for the education sector, but for the society and the country at large.

This study has found that, there is a great shortage of teachers of these subjects in all categories of schools performance. The specific long term objectives/ targets set regarding solving this issue takes so long a time to be implemented. There are no clear directives to the schools on how to address poor performing secondary schools or poor performing students in science subjects. The heads of schools and school Boards are left at their own to combat the shortage by employing none-teachers especially Form Six leavers, who have studied science subjects. The ministries responsible for education disburse grants to buy science apparatus and encourage the construction of laboratories. This study found that funds provided to schools are currently not enough leading to slow rate of implementation of the projects; hence the continuity of poor performance.

5.3 The Curriculum Delivery

The study has found out that, teachers and students have serious deficiencies in their mastery of language of instruction, which is English, resulting in teacher-centered teaching methods. Both teachers and students mix Ki-Swahili and English, which contributes to poor learning and ultimately poor academic performance.

According to Sumra, et al. (2009), educationalists worldwide generally agree that one learns best in own language, or at least in a language one knows well, and that doing so does not impair one's ability to learn a second language such as English... In Norway for example, all levels of education are offered in Norwegian and English is taught as a second language. In Tanzania making Ki-Swahili the medium of instruction throughout primary and secondary levels is an issue, which will take very

long time to be decided upon. Despite this, the Ministry appears to have been steadfastly uninterested in pursuing an open discussion concerning the language issue. To the best of the researcher's knowledge SEDP does not address the language issue at all.

Although many new classrooms had been constructed, there are more students registered each year than the number of classrooms resulting into too big class sizes which cause failure of teachers to manage the process of teaching and learning. Classroom management is an important skill to be applied during instruction so as to create a favourable environment. Such big classes/number of students leads to occurrence of non-study behaviours such as noise making; as was observed in the field (See broad sweep observation summary). There is need to maintain the proportion/ratio of students in classes as stipulated in the policy document that is:

45 students per classroom in order to promote academic performance through marking assessment and evaluation of students' daily learning activities, provision of study/learning materials as well as managing competence based teaching /learning strategies (URT,1995).

According to ETP (1995) "education is expected to produce graduates who are able to thrive in a fast changing world, meet challenges and solve problems, be entrepreneurial and create jobs, and be critical and active citizens" (URT, 1995). Yet, targets rarely focus on these sorts of outcomes of education, and methods of measurement do not measure these sorts of skills and attributes. The recent rapid expansion of secondary education has inevitably affected the quality of education.

There is more attention on quantity and enrolments, than on quality. President Kikwete was quoted to note that, the success of SEDP I enabled Tanzania to receive an award for an excellent work in education sector at the Millennium Development Goals Summit in New York, last year, he said: “We cannot speak of SEDP I without recognizing the major contribution made by the public in building schools that has placed Tanzania among the few countries recognized in the world for the good work in education” (Daily News, 19 January 2011).

Nothing on quality has been mentioned by the President; instead the minister for MOEVT Hon. Dr. Kawambwa (MP) commented: “There was an increase of secondary schools from 824 in 2004, to 3,397 by June 2010 students enrolled in secondary schools also increased from about 264,888 to more than 1,400,000 in 2011” (Daily News No 23000, 19 January 2011).

The decentralization by devolution of education to lower local communities aims at ensuring easy access of education provision to children joining secondary schools at their area of residence, but the study has found out that this aim is abused in one way or another such that many students go to schools, which are very very far from places of their respective residence. The construction of one school in each ward have created congestion of students in classes and in the schools, specifically urban areas, while on the other hand schools in remote rural areas or outskirts of the municipality are as well flooded with students from outside the wards. The observed situation is contrary to the stipulated responsibility of Ward Level officials in the SEDP (2004) document which states:

Ward Executive Officers with the technical support of the Ward Education Coordinators have to: (a) Coordinate requirements for new secondary schools in each ward taking into consideration adequate catchment areas and advice of School Inspectors. (b) Identify areas for construction of new schools and communicate this information to district levels for forwarding to Regional level.

This study found that despite the stipulated responsibilities, schools enrolled students from outside the wards' catchments areas. Most students loose time traveling long distances to and from schools. In the field, heads of schools and WECs complained a lot about this issue.

5.4 Sufficiency of Financial Resources Allocated to Schools in Relation to Enrolment

The findings show that the average per capita, calculated on the basis of capitation grant provided by the council for a student in each school depends on the number of students. The study found that, (Table 4.8) the per capita capitation grant was TSH 15,195.00 instead of TSH 20,000.00 as articulated in the SEDP document. There is disparity in fund disbursement. The Council receives such funds from PMO-RALG which is provided by the MOEVT. The amount provided by the MOEVT is not adequate to meet the per capita for a student; therefore failure to run the schools according to the school needs and goals set. This argument is supported by almost all heads of schools during the interviews who showed that funds were provided to schools but most of the time the funds were not enough and were irregularly

disbursed. Heads of schools complained that where funds are disbursed do not reach them in time, and the heads of schools are directed on what the funds have to be used for, leaving them without authority to disburse funds, contrary to the objectives of SEDP as directed in the specific roles of heads of schools that heads are to “Authorize the expenditure of the school development and capitation grant” (URT, 2004).

There are also problems related to the complex system of the single grant to be disbursed by the two ministries using different criteria, time frames and mechanisms (Sumra et al, 2009). This cause hardship for funds to reach the school level, with all symptoms of poor administration, reallocation, delays, or corruption tendencies being reflected all the way from the top levels to the bottom as reflected in the empirical findings in the reviewed literature (Winkler, 2003). In this study for instance, low performance schools were the victims of this phenomenon whereby the newly appointed heads complained about the delays of capitation grants disbursed to their schools.

One of the accumulated evidences revealed in the same study by Winkler (2003) is that, accountability requires clear delineation of authority, responsibility, transparent and understandable information on results both educational and financial such that, the design of financial transfers to sub-national Governments or schools have powerful effects on both efficiency and equity. However, some schools in the high and medium performance levels and in particular school E which has environmental maintenance project accessed some funds outside the capitation amount which give

leverage over other schools (Table 4.8). Also this study found that there was a noticeable difference in the average of funds among categories of schools performance, whereby highest averages were in the high performance school levels while low performance schools have the lowest averages.

5.4.1 The Availability and Quality of Study Materials, Human Resources and Physical Infrastructure Leave Much to be Desired

In recent years the provision of books to the school level has increased dramatically, primarily through the ‘capitation grant’. The pupil/book ratios have improved, though are yet to reach satisfactory levels, possibly because the full capitation grant has not reached the schools timely. A good example is in the low performing secondary schools in this study whereby it is found through interview that, currently at least one book is shared between 7 and 10 students and it is the plan of the Ministry that by 2015, every student will be having his/her own book(URT,1995).

According to reviewed literature, one of the stipulated objectives of ETP is the supply of teaching and learning materials. However, audio visuals, maps, televisions, and chemicals are insufficient particularly in the poor performing schools (Table 4.9). Shortages of these materials affect the provision of required standard education in this world of technology. Thus good learning environment as postulated in the Maslow’s hierarchy of needs theory as implied in education management is not met (Okumbe, 1999).

The supply of teachers has also gone up, as new teachers are recruited yearly. However, the increase in students has outstripped the recruitment of teachers. Great

attention and resources utilization has not been given priority to recruiting teachers for Ward secondary schools, which need to be better, equipped. Throughout the reviewed literature the issue of low quality education is found to be associated with inadequate numbers of qualified teachers, as demonstrated by Oduro, (2008); and Babyegeya, (2011) who reported that, “The quality of teaching and learning and provision of quality education in Community Secondary Schools will largely depend on the availability of competent teachers and adequate teaching and learning equipment and materials”.

This study has found that the poor performance in the medium and low performing schools is attributed to the tendency of schools employing unqualified teachers, shortage of knowledgeable, subject specialists, and competent teachers, including lack of accountability of heads of schools (Tables 4.5, 4.1, 4.2 and 4.3). The findings of this study show that all Community Secondary Schools are poorly staffed both quantitatively and qualitatively, while the ETP (URT, 1995) requires that 50 per cent of the teaching staff at O-Level secondary schools must be graduates and 50 per cent diploma holders.

The situations in the schools show that there were inadequate and incompetent teachers. Increases in enrolments have been matched with improvements in school infrastructure. New classrooms have been built and new schools constructed. Secondary schools across the Municipality are characterized by new classrooms. All the three low performing schools are new secondary schools built between 2006 and 2009; however, the classrooms have started to be overcrowded. The overcrowded classrooms results to the problem of failure of teachers to make comprehensive

assessment of students' progress (Table 4.7). This study found out that, students do not do enough tests, and if tests are constructed and done they are not fully marked and that teachers are unable to make corrections because of too many students and the tests are too frequently held out hence their contribution to the failure of students in the final examinations.

The question is who is accountable for the mass failures that occur due to too many students in classes? The SEDP document (URT, 2004) articulates the selection of Form I students in a region and management of repetitions and transfers of students as the responsibility of Regional Education Officer, thus what happens? Toilets (pit latrines) have also been constructed in large numbers but girls are not comfortable with them as they lack water and most of them are pit latrines and doors do not have shutters.

Teachers' houses are constructed at a lower pace compared to new classrooms. The study has found that only two schools have teachers' houses, school A and H. Absence of teachers' houses do not motivate teachers. As Lovat (1992) argues in support of the Maslow's needs theory, any workable reform in education is the one which ensures that teachers are empowered, both morally and materially to use all of their time to think about teaching. Anything which diverts teachers from thinking about teaching is detrimental and school without houses for teachers to live comfortably divert teachers attention from thinking about teaching.

This study has found that few schools A, B, and E have small rooms used as laboratories, while the rest of schools have modal benches with a few apparatus

placed on top for demonstrations. There is an urgent need of constructing science laboratories because without laboratories it will be difficult to produce knowledgeable scientists through demonstrations. Tanzania Collaborative (2012) asserts:

Secondary schools face significant deficiencies in science laboratories and materials, leaving science subjects to be taught theoretically rather than practically with hands-on lab experiences. The Government has set standards for textbooks, class size, bathrooms, and laboratories that most often cannot be met.

The researcher is of the opinion that, before construction of science option secondary schools and enroll students, there should be enough advanced preparation taken in terms of laboratory and all the necessary equipment and facilities in order to meet the goals set.

Likewise, few schools, particularly high performing schools, are supplied with electricity; but the rest are not. Teachers fail to make proper preparations and mark students' tests during the night as they are engaged in teaching during day time. Also lack of electricity causes failure of teachers to make preparations of academic work like printing examinations and doing science practicals in schools, therefore increase the costs for running the schools by doing these activities somewhere else at a profit to the other party.

Only high and medium performing schools have tap water supply, while the rest of sample secondary schools have none. Absence of water limits a lot the day to day

activities, including drinking, toilet use and washing of utensils and uniforms. Construction of schools should go hand in hand with water supply.

5.5 The Quality of Leadership, Management and Empowerment at Various Hierarchical Levels

Higher level officials have no doubt in all aspects of the matters discussed here as all have good level of education and were empowered through seminars and capacity built programmes, but doubts arise very much on how these officials participate in the implementation of devolution to effect performance at the school levels. Also, at school levels this study found out that most heads of sampled schools are diploma holders and WECs are Grade A teachers with long teaching experiences, the researcher didn't ask for any other reasons or criteria of choosing them apart from long experience, but has the opinion that these posts should be held by at least degree holders, who undoubtedly pursue management of education in their courses; hence are more able to plan strategies and implement those objectives under SEDP. The Educational Officer at the Council had the following comment on the capacity of WECs.

The current capacity gap is due to the fact that there are no categorically set minimum qualifications of the WEC. Although many have been Head Teachers before appointment, this is not adequate enough to perform duties assigned, therefore the WECs need to be trained and empowered in order to capacity build them to handle education matters at both levels, that is, primary and secondary (Education Officer at the Council, March 20th 2012).

The School Board members have the right mix of qualifications but lacked the typical local community members at the school sites, who have in-depth understanding of the locations as well as of the people with whom they live together and share both good things and problems of one and another in order to overcome local level school management problems. There were no Board members selected by community members.

The major obstacle here is that, most objectives of decentralization fail to be implemented because reformers assume that other stakeholders have the same understanding of decentralization and share similar objectives. Also those involved in the reform process are not empowered and trained to be capable of carrying it out. The poor performance of students in these Ward Secondary Schools is due to the fact that enthusiasm for the changes is shared by too limited a number of actors or stakeholders hence participatory management theory is not achieved. Winkler, et al (2003) have the opinion that;

Success of decentralization is effectively limited by teachers and community members, who have not been persuaded to understand the benefits of it, also because those, who received authority for decision making, are not able to exercise it effectively and properly.

5.6 Identification of the Advantages of Devolution

Except for students and some community members, most education stakeholders at the school level including teachers, WECs, and heads of schools were aware of the concept of decentralization by devolution of the administration and management of

community schools and the general objective of participatory management of education at the lower levels. Only that, these education practitioners were not enabled or empowered to implement the devolution in the field, leading to failure of attaining the objectives. As such most of the foreseen advantages were not realized.

5.7 Community Support to Schools

The study found that among the support provided to schools, by community members is that parents contribute a lot more support to schools than other groups. Parents and community members were involved in the construction of school buildings through contribution of money. Each ward resident and parents with students at schools were required to contribute a minimum of Tsh 2,000/= as well as Tsh 20,000/= for fees, Tsh 30,000/= for buildings, and desks, Tsh 10,000/= for school guards, Tsh 15,000/= for remedial classes, and Tsh 2000/= for school emblem. Also, Tsh 10,000/= for part time teachers, Tsh 5000/= for identification card, Tsh 5,000/= for precaution and Tsh 23,000/= for school uniform, all amounting to an average of about Tsh 125,000/= a year when a student joins in form one which is a burden to most parents.

Studies by Malekela and Ndeki (2001) assert that “an end less list of contributions in educational institutions, limit parents from a low-socio-economic status to enroll their children to schools” Parents contributions thus have double impact, constructive as well as destructive effects. Practically, children of parents from economically low status feel demoralized, and are forced to miss classes as they are sent back home to ask for contributions from their parents, while lessons continue at

schools. This ends up with truancy, long absenteeism, and ultimately poor academic performance.

Most WECs also had a lot of support to schools in the implementation of the devolution policy. As they are among prominent officers at the ward level, they participate in matters like sharing information with and facilitating the participation of all parents and the community members at large, to help identify priorities for school development plans and to assist in the planning process, to ensure that the implementation of SEDP funded activities are transparent and to co-ordinate the formulation of Whole School Development Plans. However, the WECs had limitations in their duties as there are prevailing short comings such as; very large students' catchments area, which include neighbouring wards in the district, lack of accommodation for students, lack of strong cooperation among stake holders, and parents failure to attend meetings called for discussing school development issues. The arguments are that, most WECs in the study area were not capacity built to make them more active and capable to carry out their responsibilities as it is stipulated in the SEDP document (URT, 2004).

5.8 The Quality of the Schools' Performance

The overall performance of schools was generally very poor. The schools experienced congestion of students in the class rooms, which caused teachers failure to deliver the curriculum effectively and properly; indiscipline issues of students such as truancy and loitering outside classes generally encouraged by lack of fences, students-teachers poor relationship, bhang and cigarette smoking, sex abuses among

students themselves and male teachers-female students sex/love relationships; shortage of teachers especially in remote schools in Kigamboni areas; shortage of students' accommodation; hence ghetto life as well as shortage of teachers accommodation and failure of parents to meet their children's fees, food and transport costs due to low income as reported in the study.

Other effects include poor management of schools caused by heads of schools due to lack of experience and capacity building, low level of education together with lack of capacity building of all stakeholders especially at the school site level, lack of teaching /learning materials such as students learning materials, laboratories and laboratory equipment, chemicals, books, desks, and lack of audio/visual learning materials. The question is what strategies are in place to solve these problems by the school Boards while the schools' Board members themselves are not seriously capacity built to facilitate their abilities to discharge their responsibilities.

To end up the discussion thus, the scope of the original empirical findings is considerably extended and several new findings seem to be interrelated.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides the summary of the study and conclusions drawn from the findings/discussion. The chapter ends by providing recommendations for both policy and research.

6.1 Summary

The study has found that the decentralization by devolution of administration and management of community secondary schools in the designated municipality lacks harmony and continuity from the national to the local levels. It is at the local level, where a system of education provision becomes complex and serious attention is needed for its sustainable development. The study revealed that both positive and negative effects are discerned during the implementation of the policy; also some decisions are not executed leading to challenges.

6.1.1 The Positive Effects

Some of the positive effects of the implementation of decentralization by devolution of education in the designated municipality include:

- i) Central Government provides financial assistance to schools in the form of capitation grant which is used for running the school activities including construction of buildings and purchasing of learning materials. This situation suggests that the Government is the main financier.
- ii) There is improved physical infrastructure and their qualities in terms of school buildings aesthetics.

- iii) There is impressive achievement in access and enrolment expansion.
- iv) The Devolution has increased parental/community members participation in construction, and management of secondary schools through money contributions and School Board members.

6.1.2 Negative Effects

Some of the negative effects of the implementation of decentralization by devolution of education include:

- i) Poor and irresponsible school leadership in low and medium performing schools as well as irresponsibility of teachers in the assessment of students' academic progress;
- ii) limited successes in quality improvement, capacity building and strengthening Institutional Arrangements/Finances, students outputs and outcomes;
- iii) inadequately supported with respect to motivation, their quality, efficient education delivery, and conducive learning/teaching environment;
- iv) the mushrooming of Ward Secondary Schools which are accompanied by serious shortage of qualified teachers, employing and deploying teachers who have low stock of knowledge, lack of laboratories and libraries resulting into ill-prepared students for tertiary and higher education;
- v) inadequate education quality, especially on learners outcome in terms of values, discipline, skills, and capacities such as to think critically, to be creative, imaginative, innovative, problem solver and considerate and respectful of others. Also, to be self confident, with initiative, and with the

ability to communicate, comprehend, analyze and enquire;

- vi) inter and intra-inconsistencies and disagreements which need to be addressed through coordination, planning, budgeting, management, monitoring and evaluation.
- vii) Lack of transparency among the decision makers and implementers especially at the school level.

6.1.3 Challenges

Some decisions which are not implemented and are still questionable include:

- i) Financially, the Central Government has not decentralized the education financial sector;
- ii) administratively, the Central Government has not empowered local community members in all matters related to school administration and management, instead it is managing the schools by appointing heads, deploying teachers, and giving directives;
- iii) almost all powers to utilize resources are under the Central Government which is also contrary to the aims of decentralization of education which has to devolve power to community members at the school level;
- iv) Unequal allocation of staff (heads and teachers) in terms of gender.

6.2 Conclusion

The decision to implement the educational decentralization by devolution was researched and the policy was received and implemented by the Government and especially through its ministries of MOEVT and PMO-RALG. However, in the

designated municipality, the decentralization of the administration and management of community schools has occurred in the context of severe deficiencies that have resulted into inefficient and ineffectiveness of educational quality (poor academic performances). Core education decisions around curriculum, day to day school management, and organizational issues are hardly ever decentralized so as to encourage local community participation in decision making.

Devolution of authority to local communities is not successful unless all stakeholders internalize the objectives, benefits, and responsibilities involved.

There are inadequate measures undertaken in order to increase financial and human resources for the improvement of students' performance in the Community Secondary Schools in the Wards. Still there is a need of strong country commitment to use additional resources towards that end, rigorous monitoring by all levels of decision making and implementation, and improve quantity and quality of teachers in order to increase access and quality of academic performance. The Government is advised to increase capitation grant, fight against corruption tendencies and enhance accountability of public servants entrusted to provide services to teachers.

6.3 Recommendations for Policy

6.3.1 Establish Clear Goals/targets of SEDP, and a National Commission to Make Follow up in the Implementation of Devolution of Educational Management and Administration of schools under SEDP

The SEDP has to clear the lack of clarity of the targets, that is, on one hand enroll all those, who passed primary education examinations without failure of doing so, that

might be caused by parents or school administration, and on the other hand ensure there is a secondary school in each ward. The initial focus has largely been on construction of schools and classrooms, and belatedly on finding adequate teachers without efforts put in teacher training output, book provision, libraries and laboratories. The researcher recommend a single, consolidated and coordinated set of targets for secondary education to be reflected in a single, agreed SEDP document and establish a national education commission to make follow up on the implementation of the programme.

6.3.2 Set Right Target on Outcomes (Quality) of Education Provision, not on Much Input (Quantity)

The set target is focused on quantitative aspects and on inputs but not outcomes. In this, there is disconnection between the promise of education, or expectations of it, and its realization. The researcher is of the opinion that the policy should address together the access and improvements in learning outcomes. The main point here is that education systems ought to have a clear set of intended outcomes for its learners, and design all the rest of the pieces around these learning outcomes. In focusing on outcomes, the researcher posits that the most important aspect of education is the capabilities of its graduates, and therefore carefully thought through education policy in Tanzania.

6.3.3 Put much Emphasis on Teachers and Teacher Support Over infrastructure

The policy attention and implementation should give priority to teachers over buildings. Buildings are of course important, but teachers matter more. The most

important thing in education is the interaction between motivated, competent teachers and their students. Overall, therefore, there is an urgent need to strengthen the standards of teaching in secondary schools, and to bring back the respect of the profession.

6.3.4 Amend the Mode of measuring Success of students' Performance in the Ward Secondary Schools

The assessment should measure the capabilities and skills needed by students. These include comprehension, analysis, problem-solving, creativity, and writing. The constituent parts of the final scores should reflect an appropriate balance of what well-rounded competencies required of all students; and vocational training to enable O-Level graduates become self reliant after completion of their studies especially if they miss chance to continue with further studies.

6.3.5 Reduce the Size of Schools' Catchments Area for a Single School

The administration and management of education at the Region, Council and school levels with the advice of school inspectors to review and consider adequate catchment areas for a single school in order to enable it to accommodate manageable enrolments.

6.3.6 Establish Fund Raising for School Projects

Schools should establish fund raising for school projects to supplement capitation grants.

6.3.7 Reward Accountable Schools and Stakeholders

Need for all stakeholders accountable for the implementation of the policy to suffer the consequences of poor performance, or receive rewards for good performance. In the case of decentralization to sub-national Governments, accountability should occur at the elections or decisions made using a ballot; in the case of decentralization to school levels WECs, heads of schools and/or teachers may not have their contracts renewed when performance lags far behind expectations in two successive years.

6.4 Recommendations for Further Research

There is a need for further research to be conducted in other municipalities outside Dar es Salaam to investigate how successful decentralization by devolution has worked out and with what results so that the nation can identify what generally works and what does not work.

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APPENDICES

THE OPEN UNIVERSITY OF TANZANIA

FACULTY OF EDUCATION

Appendix 1: Questionnaire for Teachers on the Effects of Education Decentralization Policy and Students' Performance in Community Schools

The information you will provide is intended for academic purposes and not otherwise. The researcher will treat this information confidentially.

By completing this questionnaire you will be making an important contribution to the debate about the performance of students in community secondary schools, and ultimately an improved implementation of decentralized education provision.

Please don't write your name.

1. School name

(Optional).....

2. Sex.....Male ☐ Female ☐ (Tick [☒])

whichever is appropriate)

3. Highest level of education you have

attained.....

4. Experience in the teaching profession.....(Years)

5. (i) Duration you have been teaching in this school..... (Years)

(ii)Duration you have been teaching in other schools..... (Years)

6. Location of school (District).....

Ward.....

7. Number of pupils on roll (approximately):

Total.....Boys.....Girls.....

8. What are your duties and responsibilities at this school (Please explain

briefly).....

..

9. (i) Is decentralization of administrative and management to your secondary school important? Yes ☐ No ☐

(ii) (a) If the response is yes why you think that the decentralization policy is important? (From the answers provided below put a tick (✓) for yes)

I. It leads to higher students' performance ☐

II. It helps the government at the local level to supervise the process of education provision more effectively ☐

III. It facilitates the possibility of community members to participate in supervision of education provision ☐

IV. It enables Heads of schools to more effectively control funds provided by District/Regional/or Central governments ☐

V. It allows Heads of schools to collect funds from students' parents paid as fees and contributions ☐

VI. It allows Head of schools to collect funds from (i) Internal donors ☐

(ii) External donors ☐

VII. It regards teachers as important stakeholders in the implementation of the policy ☐

Please add any other relevant opinions you

have.....

(b) From the above responses, indicate by writing in the below

brackets the number of options which are mostly being implemented

at your school. Example, (I), (III), etc, means decentralization leads to higher students performance (I) and facilitates community participation in the supervision of education (III).

(), (), (), (), (), (), (),

10. Indicate the situation of availability of learning materials like books, maps, audio visuals, etc. to students. (Tick (√) as appropriate)

I. Books	Very high	<input type="checkbox"/>	High	<input type="checkbox"/>	Average	<input type="checkbox"/>	low	<input type="checkbox"/>	Not available	<input type="checkbox"/>
II. Maps	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>
III. Audio visuals	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>
IV. Television	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>
V. Atlases	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>
VI. Chemicals	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>
VII. Lab. Apparatuses,,	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	„	<input type="checkbox"/>	<input type="checkbox"/>

Give reasons for your
response.....

11. What two of the following factors do you know strongly influence schools to perform well? (Tick (√) only two factors).

Knowledgeable and Committed teachers	<input type="checkbox"/>	Good school leadership	<input type="checkbox"/>
Adequate time on the learning task	<input type="checkbox"/>	Adequate resources	<input type="checkbox"/>
Motivated students	<input type="checkbox"/>		

12. Indicate the stakeholders who have already been trained for the implementation of the policy. (Tick as appropriate)

Heads of schools	<input type="checkbox"/>	Teachers	<input type="checkbox"/>	School committee members	<input type="checkbox"/>
Ward Education Officer	<input type="checkbox"/>	All of the above	<input type="checkbox"/>	Non of the above	<input type="checkbox"/>

Do not know ☐

13. How comfortable are you in your teaching duties at this school

I. Very comfortable ☐ II. Fairly comfortable ☐ III. Undecided ☐ IV Un-comfortable ☐ V. Very uncomfortable ☐

Give reasons for your choice.....

14. (a) Does your school have a School Board/Committee? Put a tick (✓) where appropriate Yes. ☐ No. ☐

(b) Do you participate in the Board meetings and decision making? Yes ☐ No ☐

(c) Are you a member of the school Board? Yes ☐ No ☐

(d) In 2010 how many meetings of School Board were held?

(e) If a non-member, are you informed about the School Board meetings being held at school? Yes ☐ No ☐

If no, are you informed on the issues discussed/decided by school Board meetings? Yes ☐ No ☐

If yes, mention at least one issue you had been informed that it was discussed/decided at this school level.....

Thank you for your cooperation and time taken to fill this questionnaire

Appendix 2: Interview Guide for Ward Education Coordinators

(The information is to be filled in by the researcher/interviewer)

1. Name of Ward.....District.....
2. Your Sex. (Tick [✓] what is appropriate) Male/Female
3. Your highest level of education attained.....
4. Teaching experience..... (Years)
5. Duration/Experience you have been coordinator of (i) this ward... (Years) (ii) Other Wards..... (Years) (iii) Total..... (Years)
6. What are your daily routine activities in the supervision of the schools in your ward (Please briefly explain).....
7. Number of Secondary schools in your Ward.....
8. Number of pupils on roll (approximately) for each of the secondary schools in the whole Ward:
 - (1) Name of school.....Boys.....Girls.....Total.....
 - (2) Name of school.....Boys.....Girl.....Total.....
 - (3) Name of school.....Boys.....Girl.....Total.....
 - (4) Name of school.....Boys.....Girls.....Total.....
 - (5) Others (Specify).....Boys.....Girls.....Total.....
9. As an educational supervisor what challenges do you face during the supervision of the policy of education decentralization in your Ward?
- 10 (a) Teachers are important human resources for students' performance in community schools. Do you have adequate number of teachers in your schools.

Yes/No If yes, are they working hard to improve students' performance?

Yes/No

Do they have the right-mix of qualifications? Yes/No

(b) Please explain how you motivate your teachers' hard working efforts if ever?

If no why?

(c) If there are not adequate teachers what steps do you take in order to correct the gap?

11 (a) What is the catchment area of students registered in your schools?

(b) Does the number of schools correspond to the size of the catchment's area?

(c) For the other catchment areas outside your Ward, how were students posted to your ward schools?

12. (a) Does your Ward Construction Committee has any plan for the construction of accommodation for students residing very far from school?

13. Does the Ministry of Local Government allocate resources to your schools through provision of adequate resources (human and financial)?

14. What is the extent of cooperation between you and the two Ministries of Education and Vocational Training on one hand and the Prime Minister's Office on the other hand?

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix 3: Questionnaire for Students on the Effects of Education

Decentralization Policy in Students' Performance in Community Schools

The information you will provide is intended for academic purposes and not otherwise. The researcher will treat this information confidentially. By completing this questionnaire you will be making an important contribution to the debate about the future performance of students in community secondary schools and, ultimately on improved implementation of the decentralized education provision.

Please don't write your name.

1. School name (Optional).....

2. Your Sex: (Put a tick [✓] where appropriate) (i) Male ☐ (ii) Female ☐

3. Your highest level of education (Tick [✓] your Form) Form I/II/III/IV

4. Total number of students in your class.....

5. Do all subjects have teachers to teach? Yes ☐ No ☐

If no, name subjects which students are not taught.....

What do you think could be the reason/s for some subjects to remain un-taught?

(Tick [✓] any reasons provided below)

There are teachers but are not allocated to teach these subjects----- ☐

There are teachers but do not like to teach these subjects----- ☐

There are teachers allocated but they quit immediately as they report----- ☐

There re teachers but have many classes to teach----- ☐

There are no teachers at all to teach the subjects----- ☐

Other reasons (please briefly Explain)

.....

.....

6. Do you do tests/examinations for all subjects you study?

Yes ☐ No ☐

If you don't do tests name the subjects which are not tested

frequently.....

.....

Do you get marked test/examination results? (Choose one of the options by ticking

[√] your choice) Yes ☐ No ☐ Not always ☐

Do you do the corrections for the difficulty questions? (Choose one of the options by

ticking [√] your choice) Yes ☐ No ☐ Not always ☐

If yes how do you do the correction: (Tick [√] one choice (i) with the teacher? ☐

(ii) without the teacher? ☐

Which subjects do you like most? (Please name the subjects starting with the subject

which you like most).....

What are the reasons for liking them?

What is/are the most challenging subject(s) to you? Name the

subject(s).....

Why are they challenging to

you?.....

What can you say about the competence, commitment and loyalty of most teachers

in your school?

(i) About teacher's competence.....

(ii) About teacher's commitment.....

(iii) About teacher's loyalty.....

7. Have you ever heard of the concept education decentralization? (Please put a tick [√] as appropriate) Yes ☐ No ☐

If yes, briefly explain the meaning.....

8. The fact is that, English is a language used in Tanzania Secondary schools as a medium of instruction and communication during learning/teaching processes.

Please show by a tick [√] any options to show how English is used accordingly.

(i) By the teachers in classroom

(ii) By the students

It is used most of the time

☐

It is used most of the time

☐

It is not used most of the time

☐

It is not used most of the time

☐

It is rarely used

☐

It is rarely used

☐

It is used together with Kiswahili

☐

It is used together with Kiswahili

☐

9. Do you have all the text books, notes and exercise books, pens, pencils and other articles you will need during learning? (Tick [√] as appropriate).

Yes ☐ Who provides you with these articles? Parents ☐ Guardians ☐ School ☐

No ☐ Because I don't have: Parents ☐ Guardian ☐ School does not provide ☐

I have a few of these ☐ I don't have any ☐

10. For each category of accommodation listed below, please show the best one for you which would make you performance best (Please tick [√] only one applicable option)

(i) School hostel ☐

(ii) Boarding ☐

(iii) Hire room ☐

(iv) Private hostels ☐

Give reasons for your choice.....

.....

Thank you, you very much for your time.

Appendix 4: Mwongozo Wa Usaili Kwa Mjumbe Wa Bodi Ya Shule Na Mzazi/Mlezi

(Majibu yajazwe na msaili/mtafiti)

1. Jina la shule ambayo wewe ni mjumbe.....
 Kata ya.....Tarafa ya.....Wilaya.....
2. Jinsia: Me/Ke
3. Kiwango cha juu kabisa cha elimu yako.....
4. Majukumu yako kama mzazi/mjumbe wa Bodi ya shule /Mwenyekiti wa Bodi ya shule/mzazi/mlezi.....
5. (a) Uzoefu wa majukumu yako katika shule hii..... (miaka)
- (b) Katika mwaka wa masomo wa 2010 (Jan-Desemba), vikao vingapi vya Bodi ya shule/wazazi vimefanyika? Taja mambo muhimu yaliyojadiliwa katika vikao hivyo.....
6. (a) Wewe kama mjumbe wa Bodi ya shule, je una wanafunzi/mwanafunzi anayesoma katika shule hizi maarufu kama shule za kata? Ndiyo/Hapana
- (b) Kama jibu ni ndiyo, mwanafunzi huyo anasoma kidato cha
- (c) Kwa maoni yako eleza kwa kifupi jinsi maendeleo ya wanafunzi kimasomo yanavyo athirika/fanikiwa.....
7. Hali halisi ya mazingira yanavyoendana na utoaji/upokeaji wa elimu katika shule hii ikoje?
8. Taja aina ya misaada ambayo kamati ya shule huwatangazia kwamba shule yako inapata toka ngazi za juu za serikali
- (a) Toka ngazi ya Wilaya.....
- (b) Toka ngazi ya Mkoa.....

(c) Toka ngazi za Wizara ya Elimu na Mafunzo ya Ufundi (MoEVT) na TAMISEMI (PMO- RALG).

(i) Kutoka Wizara ya Elimu na Mafunzo ya Ufundi

.....

(ii) Kutoka Ofisi ya Waziri Mkuu, Tawala za Mikoa na Serikali za Mitaa

.....

(d) Sielewi kama kuna misaada huwa inatolewa shuleni toka katika ngazi mbalimbali za serikali (kama hili ndio jibu, tafadhali fafaua).....

.....

9. Eleza kwa kifupi unavyoshirikishwa katika ufanyaji wa maamuzi kuhusu maendeleo ya shule yako.....

11. Uongozi shirikishi kwa kutumia serikali zao za mitaa umeachia wananchi na kuwapa uwezo mkubwa wa kutumia mamlaka/madaraka juu ya rasilimali zao. Ndiyo/Hapana

Tafadhal toa maoni yako kuhusiana na rasilimali za kuendeleza elimu zinavyo tumika katika kuiendeleza shule yako.....

12. (Je! Serikali ya mtaa wako ina uwezo wa kufanya maamuzi kuhusu kiwango cha kuajiri na uachishaji kazi walimu, wakuu wa shule na kusimamia ajira. Ndiyo/Hapana

13. Je mpango wa chakula kwa wanafunzi unatekelezwa katika shule yako kama ulivyo elekezwa katika mpango wa maendeleo ya elimu ya sekondari? Ndiyo/Hapana Kama jibu ni hapana, tafadhali eleza ni kwa sababu gani...

-Mtaala una manufaa kwa wanafunzi

-Wafanyakazi wengine katika elimu huandaliwa vizuri katika utendaji kazi wao-

-Hali ya mazingira ya kufanyia kazi yanavutia walimu kuishi na kufanya kazi kwa kuridhika

**Appendix 5: Questionnaire for Heads of Schools on the Effects of Education
Decentralization Policy on Students' Performance in Community
Schools**

The information provided is solely for academic purposes and not otherwise. The researcher will treat this information confidentially. By completing this questionnaire you will be making an important contribution to the debate about the future performance of students in community secondary schools and, ultimately improving education provision in the district. Please don't write your name.

1. School name (optional).....

2. Your Sex (Tick [✓] where appropriate) (i) Male ☐ Female ☐

3. Highest Level of education attained.....

4. Years of experience in the teaching profession... (Years) Year of 1st Appointment
.....

5. Duration you have been head of this school... (Years). Other schools... (Years).

6. Location of school (District)..... Ward.....

7. What are your main duties/responsibilities as the head of this school?.....

How long would you like to remain head of a secondary school?

.....

What are the reasons for your answer?

8. Have you ever heard of the concept of education decentralization? (Please put a tick [✓] as appropriate) Yes ☐ No ☐

If yes, briefly explain what it means

9. The following table is about the number of students on roll by gender for the years 2008-2010. Please fill in the required information accordingly.

Year	Form I		Form II		Form III		Form IV	
	M	F	M	F	M	F	M	F
2008								
2009								
2010								
Total								

M= Male, F= Female

10. (a) The following table is about the number of teachers, their qualifications and gender at your school for the years 2008-2010. Please fill in the information accordingly.

Year	Dip. Ed Arts		Dip. Science		Degree Arts		Degree Science		Masters		PhDs		Others (State.....)		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2008																
2009																
2010																
Total																

M= Male F= Female.

(b) Who employs teachers at your school? (Put a tick [√] where appropriate)

I. Headmaster/mistress ☐ II. School committee ☐ III. Ward education officer ☐

IV. District education officer ☐ V. Regional education officer ☐ VI. Ministry of

Education and Vocational Training ☐ VII Ministry of Local Government ☐

VIII Other Organ (Mention.....)

(c) From the above list who is responsible in firing the teachers?

.....

11. Do you think that the decentralization policy can improve school performance if well implemented? Yes ☐ No ☐

(From the answers provided in the boxes below write a number that stand for the extent of importance of function of education devolution in terms of school

performance as 1= very important, 2= important, 3= some how important, 4= not important, 5= not important at all)

- (a) It leads to higher students' performance ☐
- (b) It helps the government to supervise the process of education provision ☐
- (c) It facilitates the possibility of community members to participate in supervision of education provision ☐
- (d) It enables Heads of schools to control funds provided by District/Regional/or central governments ☐
- (e) It allows Heads of schools to collect funds from students' parents paid as fees ☐
- (f) It allows Heads of schools to collect funds from local donors ☐
- (g) It allows Heads of schools to collect funds from national donors ☐
- (h) It allows Heads of schools to collect resources from External donors ☐

From the above list of letters a-h write the letters of option which you mostly experience at your school. Example, (b), (c), (d), etc. (), (), (), (), (), (), (), ().

12. (a) The following is a table about your current school's Board members. Kindly fill in their respective highest level of education attained. Please fill in their respective numbers as applicable at your school.

Gender	Total	Primary	O-level	A-level	Certificate	Diploma	Degree	Master	PhD	Un able to read and write
Males										
Females										
Grand Total										

- (b) Explain how the School Board members are obtained.....

(c) State how members of school Board are helpful in the implementation of the policy of decentralization (Tick [√] where appropriate)

- I. Very helpful members ☐ II. Fairly helpful ☐ III. Do not know ☐
 IV. Not helpful at all ☐

Please briefly explain the areas in which they are

(i) helpful and how.....

(ii) not helpful and why.....

13 (a) The following are some sources of school finance and material goods. Please indicate the amount provided by each source for the year 2009/10

Source	Amount (Tsh) /Material (e.g. Bricks)
School fees-----	-----
-	-----
School economic projects (if any)-----	-----
-	-----
Parents contributions-----	-----
Donors-----	-----
Local Government Authority contribution-----	-----
District Local Government Authority „-----	-----
-	-----
Ministry of Education and Vocational Training	-----
Prime Minister's Office Regional	-----
Government- Authority-----	-----
-----	-----
Others (name them)-----	-----

(b) Is the finance enough to meet the yearly planned expenditure? Yes ☐ No ☐

Explain.....

14. Indicate the situation of accessibility of learning materials in your school (Tick as appropriate)

(i) Books

- I. Very high ☐ II. Moderate ☐ III. Do not know ☐ IV. Low ☐ IV. Very low ☐

Please give reasons

(ii) Maps

I. Very high ☐ II. Moderate ☐ III. Do not know ☐ IV. Low ☐ IV. Very low ☐

Please give reasons

(iii) Audio visuals

I. Very high ☐ II. Moderate ☐ III. Do not know ☐ IV. Low ☐ IV. Very low ☐

Please give reasons.....

15. To what extent do parents accept the concept of school based management?

I. Very much accepted ☐ II. Accepted ☐ III. Passive ☐ IV. Un accepted ☐ V.

Other (Mention)

16. The following are among factors that motivate parents to accept their children to be allocated in school based managed schools (generally known as community schools)? (Tick as appropriate)

I. Low fees compared to private schools ☐

II. Accessibility e.g. close to applicants ☐

III. High quality academic performance of your school ☐

IV. No alternative ☐

V. Compliance to local by-laws to meet policy needs ☐

VII. Other (specify.....) ☐

17. Please briefly explain your strategies to improve the current status of the academic performance of students in your school

Thank you for your cooperation and time taken to fill this questionnaire

**Appendix 6: Observation Schedule on the Effect of Policy of Education
Decentralization in Students' Performance in Community
Secondary Schools in Tanzania**

Observation approach: Broad Sweep Approach

The researcher will use a broad sweep approach to observe issues in respect to the study objectives.

The researcher will look for and describe;

- Construction activities and people who are involved in these activities.
- Furniture availability and arrangement, fencing, school buildings infrastructure.
- Items used in teaching/learning process. How they are procured stored and issued.
- Degree of intensive teaching/learning
- Time spent in every activity
- Handling of equipments/resources. Who is responsible for what and why?
- Searching for paradoxes. That is persons or things that combine contradictory features or qualities and why?
- Searching for problem(s) facing the institution and what is being done about them.
- Physical movement of persons at school.
- Clothing worn by students and all other institutional members.
- School registers, permission and attendance sheets.
- School ledgers.

- Students notes/exercise books, test results.
- Utilities such as electricity, water, toilets, shops, food provision services, health services etc.
- School projects.
- Time management.
- Environmental cleanliness and care.
- Library and library services.
- Laboratory and its equipment.
- Transportation facilities.
- Education management information system.
- Non teaching staff personnel.
- Sports and games facilities
- Environment and neighborhood.
- Teachers/workers houses.
- Male/female teacher ratios and relationships.
- Visitors' ledger.
- The manner in which school business is conducted. Response to time.
- Language used in the school.
- Punctuality.
- Administration of punishments-for what mistakes; how and how often?
- Supervision of activities.
- What takes place in the staffrooms?
- Sharing of knowledge on current issues.

- Notices in the NOTICE BOARD
 - How long do they stay there?
 - Aspects of vandalism
 - Aspects of neatness
- Staff meetings.
- Discipline Committees.
- Staff/Head of school relationships
- Quality standards of the school buildings? Using the following criteria

I. Very high (painted/and or puchied) II. Moderate (plastered but not painted/puchied) III. Well constructed but not plastered) IV. Poor (not completed) V. Very poor (poorly constructed and not plastered/puchied).

Appendix 7: Interview Schedule For Higher Officers At The Ministries Of Education And Vocational Training, Prime Ministers Office-Regional Administration And Local Governments, Regional Level And Council Level

1. What difficulties/problems have you experienced in implementing your responsibilities/functions in the whole process of educational decentralization?
2. What is the relationship between your office and that of MOEVT/PMO-RALG
 - (a) Who does what and how?
 - (b) What mechanisms do you have to monitor officials at lower levels?
3. (a) Is there any Educational research department? If yes
 - (b) How is its structure?
 - (c) What is its function? Have there been any researches done? On what and (i) What were the results (ii) How have the results been used?
 - (d) How do your offices utilize the research results?
 - (e) Was the decision to implement the educational decentralization policy researched and received? (f) How was it received?
4. How does your office provide and coordinate in-service training for the officer at the lower levels including teachers? Are they prepared to discharge their duties? And how are they monitored to ensure that they are properly doing their duties?
5. How is the real/actual situation of deployment of teachers and their welfare?
6. How are the resources such as facilities, funds, teachers, teaching materials (i) mobilized (ii) allocated (iii) tracked, and (iv) evaluated at the lower level/s?
7. What is the student unit cost like?
8. How well do the schools perform in their national examinations and why did they perform the way they did in 2010?

9. How well are the schools resourced in terms of Human resources and financially?
10. What roles do community members play in the management of decentralization process at the lower levels?
11. What has your office done to address the short falls of the 2010 results? (A question to be asked at every level)

Appendix 8: Temeke Municipality Community Ward Secondary Schools 2010 Certificate of Secondary Education Examination

Results

Temeke municipality has about 40 community ward secondary schools, out of these 33 schools have form four classes and are included in the study while 5 schools have not yet reached form four and 2 schools are purely owned by the Government therefore are not included.

2010 SCHOOL PERFORMANCES RANK ORDER

No	Centre No:	SCHOOL	DIV I	DIV II	DIV III	DIV IV	FAILED	PASS	GPA	CATEGORY	REGIONAL POSITION	NATIONAL POSITION	MUNICIPAL POSITION	SELECTED
1	S. -	A	7	11	20	63	51	101	4.0467	40 and over	35/200	367/3197	1	√
2	S. -	B	4	11	20	61	82	96	4.2546	„	54/200	611/3197	2	√
3	S. -	C	3	2	16	73	60	94	4.2953	„	62/200	680/3197	3	√
4	S. -	J	3	13	24	89	105	129	4.3078	„	65/200	698/3196	4	
5	S. -	K	5	9	16	47	88	77	4.3326	„	70/200	754/3197	5	
6	S. -	L	6	11	13	53	110	83	4.3799	„	80/200	878/3197	6	
7	S. -	M	6	11	21	73	157	111	4.4442	„	92/200	1098/3197	7	
8	S. -	N	0	6	13	86	108	105	4.4762	„	100/200	1240/3197	8	
9	S. -	O	2	13	12	90	146	117	4.48004		102/200	1259/3197	9	
10	S. -	P	1	6	12	78	114	97	4.5119	„	107/200	1408/3197	10	
11	S. -	Q	0	2	11	84	117	97	4.5596	„	118/200	1618/3197	11	
12	S. -	R	0	2	9	60	106	71	4.5928	„	133/200	1797/3197	12	
13	S. -	S	2	3	15	70	151	90	4.5964	„	136/200	1818/3197	13	
14	S. -	T	0	0	1	20	26	21	4.6219	„	139/200	1920/3197	14	
15	S. -	U	0	0	7	47	103	54	4.6628	„	148/200	2142/3197	15	
16	S. -	D	0	0	6	67	122	73	4.6694	„	150/200	2181/3197	16	√
17	S. -	E	0	1	9	77	166	87	4.6701	„	151/200	2187/3197	17	√

No	Centr e No:	SCHOOL	DIV I	DIV II	DIV III	DIV IV	FAIL ED	PASS	GPA	CATEG ORY	REGIONAL POSITION	NATIONAL POSITION	MUNICIP AL. POSTION	SELEC TED
18	S. -	F	0	0	5	24	63	29	4.6720	„	153/200	2194/3197	18	√
19	S. -	V	0	0	0	22	37	22	4.6768	„	156/200	2217/3197	19	
20	S. -	W	0	0	4	52	99	36	4.6838	„	161/200	2263/3197	20	
21	S. -	X	2	3	8	80	216	93	4.6944	„	165/200	2313/3197	21	
22	S. -	Y	0	0	4	22	65	26	4.7148	„	171/200	2439/3197	22	
23	S. -	Z	0	0	2	35	77	37	4.7165	„	173/200	2439/3197	23	
24	S. -	AA	0	2	3	60	160	65	4.7331	„	177/200	2528/3197	24	
25	S.-	BB	0	0	2	58	122	60		„	180/200	2580/3197	25	
26	S.-	CC	0	1	4	26	92	31	4.7476	„	182/200	2600/3197	26	
27	S.-	DD	0	0	4	25	92	29	4.7734	„	185/200	2712/3197	27	
28	S.-	EE	0	0	2	35	118	37	4.7892	„	188/200	2778/3197	28	
29	S.-	FF	0	0	0	33	117	33	4.8030	„	189/200	2829/3197	29	
30	S.-	GG	0	0	2	10	54	12	4.8200	„	192/200	2888/3197	30	
31	S.-	G	0	0	0	29	107	29	4.8248	„	193/200	2898/3197	31	√
32	S.-	H	0	0	0	28	112	28	4.8332	„	194/200	2930/3197	32	√
33	S.-	I	0	0	0	19	97	19	4.8657	„	198/200	3029/3197	33	√

Appendix 9

School Management Teams

	Assistant		Senior		Sports and		Senior		Projects		School Accountant	
	heads of schools		discipline master		cultural affairs master		academic master/mistress		master			
	Sex	Education	Sex	Education	Sex	Education	Sex	Education	Sex	Education	Sex	Educationiion
HP												
Sch A	Female	Diploma	Female	Diploma	Male	Diploma	Male	Diploma	--	--	Male	--
Sch B	Female	Degree	Male	Diploma	Male	Diploma	Male	Diploma	--	--	Male	--
Sch C	Female	Diploma	Female	Diploma	Male	Diploma	Male	Degree	--	--	Male	--
MP												
Sch D	Male	Degree	Male	Diploma	Male	Diploma	Male	Degree	--	--	Male	--
Sch E	Male	Degree	Male	Diploma	Female	Diploma	Male	Degree	Male	Degree	Male	--
Sch F	No school management team											
LP												
Sch G	No school management team											
Sch H	No school management team											
Sch I	No school management team											

Key: HP=High performance MP=Medium performance LP=Low performance